

Committee on Community Colleges and Workforce

Meeting

Tuesday, January 10, 2006

1:15 PM – 3:15 PM

Room 24, House Office Building

MEETING PACKET

Allan Bense
Speaker

Pat Patterson
Committee Chair



FLORIDA HOUSE OF REPRESENTATIVES

Allan G. Bense, Speaker

Community Colleges & Workforce Committee

Pat Patterson
Chair

Ed Jennings
Vice Chair

Meeting Agenda Tuesday, January 10, 2006 24 HOB, 1:15 PM – 3:15 PM

- I. Call to Order**
- II. Roll Call**
- III. Opening Remarks by Chair Patterson**
- IV. Dual Enrollment Background Information**
- V. Presentations on Dual Enrollment:**

*Dr. Mark Rosenberg, Chancellor.....Tab 1
Board of Governors*

*Heather Sherry, Director of Articulation.....Tab 2
Florida Department of Education*

*Dr. Charles R. Mojock.....Tab 3
Florida Council of Community College President
Florida Association of Community Colleges*

*Ed Moore, Executive Director.....Tab 4
Independent Colleges and Universities of Florida*

*Terry Miller.....Tab 5
Florida Association for Career and Technical Education (FACTE)*

*Tim Huth, Deputy Superintendent.....Tab 6
Volusia County School District*

*Jim Hamilton, Chief of State.....Tab 7
Hillsborough County School District*

*Peter Bayer, Principal.....Tab 8
Pembroke Pines Charter High School*

Fernando Zulueta.....Tab 9
Charter School Review Panel
Academia Charter Schools
Florida Consortium of Charter Schools

David Calvo, Administrator
Sumter Academy Charter High School

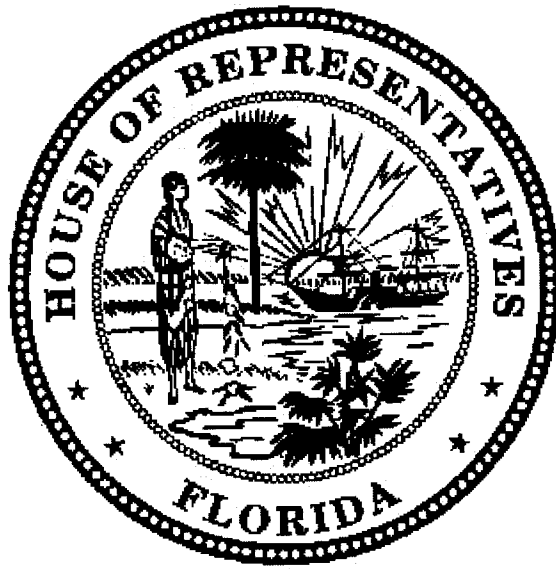
Skardon Bliss, Executive DirectorTab 10
Florida Council of Independent Schools

Brenda Dickinson, President.....Tab 11
Home Education Foundation

Jane Fletcher, Staff Director.....Tab 12
Office of Program Policy Analysis and Government Accountability

VI. Closing Comments

VII. Meeting Adjourned



Dual Enrollment Background Information

Table of Contents

Dual Enrollment Fact Sheet.....Tab A

Summary of Statutory Provisions for Dual Enrollment.....Tab B

Dual Enrollment History.....Tab C

***Study on Articulation Mechanisms in Florida*Tab D**
Florida Department of Education, December 2003



Education Council Dual Enrollment

Fact Sheet

January 2006

1. What is the dual enrollment program?	<p>The dual enrollment program is a type of acceleration mechanism that allows an eligible high school or home education student to enroll in a postsecondary course creditable toward a career certificate or an associate or baccalaureate degree. Upon completion of a dual enrollment course, the student simultaneously receives high school and college credit. (Refer to the Articulated Acceleration Mechanisms Fact Sheet.) Dual enrollment may serve to shorten the time and money necessary for a student to complete the requirements necessary for a secondary or postsecondary degree. The courses may be conducted during school hours, after school hours, and during the summer term.</p>
2. Who is eligible to enroll as a dual enrollment student in a postsecondary course?	<p>An eligible secondary student is one who is enrolled in a Florida public secondary school or a Florida private secondary school that completes the annual private school survey, including fingerprinting requirements, and conducts a secondary curriculum that meets the statutory high school graduation requirements. Home education students who provide proof of enrollment in a home education program are also eligible to participate in dual enrollment.</p> <p>Students must demonstrate readiness for the coursework. The student must have a 3.0 GPA for college-level courses and a 2.0 GPA for career certificate courses. If enrolling in a college credit math or English course, students must demonstrate adequate pre-collegiate preparation on basic computation and communication skills assessment through the common placement examination. Exceptions to the required grade point averages may be granted if the educational entities agree. Although community colleges may establish additional admissions criteria, the additional requirements must not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating.</p>
3. How is the dual enrollment program coordinated between the secondary and postsecondary educational institutions?	<p>Community colleges and school districts are required, and state universities are encouraged, to jointly develop and implement an articulated acceleration program and agreement. All community colleges and several state universities have these agreements. Additionally, an independent college or university which is located and chartered in Florida, is not for profit, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or the Accrediting Commission of the Association of Independent Colleges and Schools, and confers degrees is eligible for inclusion in the dual enrollment program. The articulated acceleration agreement must be completed before registration for the fall term and must include:</p> <ul style="list-style-type: none">• Available dual enrollment courses and programs.• High school credits earned for completion of dual enrollment courses.• Student eligibility criteria.• Responsibilities regarding student screening, monitoring,

Dual Enrollment

	<p>cost criteria, and provision of student transportation.</p> <ul style="list-style-type: none"> • Process for converting college credit hours to high school credits.
4. What level of credit is awarded for dual enrollment?	<p>The State Board of Education approves the list of dual enrollment courses that meet high school graduation requirements and the level of credit that must be awarded once the course has successfully been completed. Currently, dual enrollment four-credit (one semester) foreign language courses, as well as specific semester courses in the subject areas of mathematics and science, receive one full high school credit. For all other dual enrollment courses, six postsecondary semester credit hours equal one high school credit.</p> <p>School districts and community colleges must weigh college-level dual enrollment courses the same as honors courses and advanced placement courses when grade point averages are calculated. For purposes of calculating the grade point average for a Florida Bright Futures scholarship, additional weights are added for dual enrollment courses.</p>
5. What are the provisions for career and technical dual enrollments?	<p>Secondary students may use career dual enrollment as a curricular option to earn elective credits toward the high school diploma, while seeking a degree or certificate from a job-preparatory program. Although a career center or community college may provide a comprehensive academic and career dual enrollment program, it is not required to do so.</p>
6. How does a secondary student find out about dual enrollment?	<p>Each district school board must inform all secondary students of dual enrollment as an educational option and mechanism for acceleration. Students must be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year and the minimum academic credits required for graduation.</p> <p>A DOE developed statement must be included to inform students, prior to enrollment in a dual enrollment course, of the potential for the dual enrollment course to articulate as an elective or a general education course into a postsecondary education certificate or degree program.</p>
7. What is early admission?	<p>Early admission is a form of dual enrollment for college-level or career coursework. Eligible secondary students enroll on a full-time basis in a postsecondary institution or a career center in courses that are creditable toward the high school diploma and the associate or baccalaureate degree or certificate. To participate, students must have completed 6 semesters of full-time secondary enrollment, including studies undertaken in the ninth grade.</p>
8. What are the provisions for joint dual enrollment and advanced placement instruction?	<p>Advanced placement instruction may be conducted within dual enrollment courses. Such courses must be provided for in the interinstitutional articulation agreement and must integrate the course structure recommended by the College Board and the structure that corresponds to the common course number. The student may choose to receive postsecondary credit for dual enrollment or advanced placement, but not both.</p>
9. What is the cost to the student?	<p>Students are not required to pay registration, tuition, or lab fees for dual enrollment courses taken at a public university or community college. Instructional materials are available to dual enrollment students from Florida public high schools free of</p>

Dual Enrollment

	<p>charge. Private school and home education students must be responsible for their instructional materials and transportation. A community college is not prohibited from providing instructional materials at no cost to a home education student or student from a private school. The exemption from payment of fees does not apply to students dually enrolled in an eligible independent postsecondary institution.</p>
10. How is dual enrollment funded?	<p>A dually enrolled student may be included in calculation of a full-time equivalent student membership for basic programs for grades 9 through 12 by a district school board. Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation. Such a student may also be calculated as the proportional share of full-time equivalent enrollment he or she generates for the community college or university conducting the dual enrollment instruction. Each student enrolled in a joint dual enrollment and advanced placement course may be funded through the dual enrollment or advanced placement formula, but not both.</p>
11. What are the applicable statutes?	<p>Section 1003.43(1), F.S. — Dual enrollment credits high school for high school graduation. Section 1003.436(1)(a), F.S. — Dual enrollment credit, postsecondary and high school. Section 1007.22, F.S. — Articulation; postsecondary institution coordination and collaboration. Section 1007.235, F.S. — District interinstitutional articulation agreements. Sections 1007.24, F.S. — Statewide course numbering system. Section 1007.25, F.S. — General education courses, common prerequisites and other degree requirements. Section 1007.27, F.S. — Articulated acceleration mechanisms. Section 1007.271, F.S. — Dual enrollment programs. Section 1007.273, F.S. — Joint dual enrollment and advanced placement instruction. Section 1008.30, F.S. — Common placement testing for public postsecondary education. Section 1008.345, F.S. — Implementation of state system of school improvement and education accountability. Section 1009.22, F.S. — Workforce education postsecondary student fees. Section 1009.25(2)(a), F.S. — Fee exemptions. Section 1009.531(3)(b), F.S. — Florida Bright Futures Scholarship eligibility determination. Section 1011.62(1)(i), F.S. — Funds for dual enrollment. Section 1011.68(1)(d), F.S. — Transportation funds for dual enrollment students. Section 1011.80(9), F.S. — Funding for dually enrolled students in workforce development.</p>
12. Where can I get additional information?	<p>Florida Department of Education Division of Community College (850) 245-0407</p> <p>Florida House of Representatives Education Council (850) 488-7451</p>

Summary of Statutory Provisions for Dual Enrollment

- The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree (s. 1007.271(1), F.S.)
- Dual enrollment is one type of an articulated acceleration mechanism. The State Board of Education was required to conduct a review of the extent to which acceleration mechanisms are used by school districts and public postsecondary education institutions. The report was to include a plan to increase and enhance the use of acceleration mechanisms as a way to shorten the length of time as well as the funding required for a student to obtain a postsecondary degree. The plan was to address the feasibility of providing students the option of choosing AP credit or CLEP credit as an alternative to dual enrollment credit upon completion of a dual enrollment course. The report was completed in December 2003. (s. 1007.27(1), F.S.)
- Dual enrollment is one public school educational *choice option* that a parent of public school students may seek if dual enrollment is available to students in their school district (s. 1002.20(6), F.S.) The mandated DOE developed guidelines for a parent guide to successful student achievement must include opportunities for parents to learn about dual enrollment programs (s. 1002.23(2)(d), F.S.) At the beginning of each school year, each district school board must notify parents of students in or entering high school of the opportunity and benefits of dual enrollment (s. 1003.02(1)(i), F.S.) In order to meet the constitutional class size maximums, district school boards must consider adopting policies to encourage qualified students to take dual enrollment courses (s. 1003.03(3)(a), F.S.)
- Eligible students are permitted to take dual enrollment courses during school hours, after school hours, and during the summer term. Vocational-preparatory instruction, college-preparatory instruction and other forms of precollegiate instruction, and P.E. courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in dual enrollment (s. 1007.271(2), F.S.)
- The Department of Education must adopt guidelines for student qualifications and teacher qualifications for dual enrollment courses. Student qualifications must include the common placement examination (s. 1008.30(5), F.S.), a 3.0 unweighted GPA for college credit dual enrollment courses and a 2.0 unweighted GPA for career certificate dual enrollment courses. Exceptions to GPA requirements may be granted if the terms of the agreement are contained within the dual enrollment interinstitutional articulation agreement. Additional requirements included in the agreement must not arbitrarily prohibit students who have demonstrated the ability to master advanced courses from participating in dual enrollment courses. *District school boards may not refuse to enter into an agreement with a local community*

college if that community college has the capacity to offer dual enrollment courses (s. 1007.271(3), F.S.)

- A student may not be reported for funding in a dual enrollment workforce education program unless the student has completed the basic skills assessment (ss. 1011.80(10) and 1004.91, F.S.)
- Home education students may participate in dual enrollment and career dual enrollment programs. Credit earned by home education students through dual enrollment applies toward the completion of a home education program (ss. 1002.41(6) and 1007.27(4), F.S.)
- Dependent children of active duty military personnel who otherwise meet the eligibility criteria for dual enrollment offered through public schools must be given first preference for admission to such a program even if the program is being offered through a public school other than the school to which the student would generally be assigned and the school at which the program is being offered has reached its maximum enrollment.
- If the dual enrollment program is at a school other than the one to which the student would generally be assigned, the parent must assume responsibility for transporting the student to that school (s. 1003.05(3), F.S.)
- A dual enrollment student in a workforce education program operated by a community college or school district career center generates the amount calculated for workforce education funding, including any payment of performance funding, and the proportional share of FTE enrollment generated through the FEFP for the student's enrollment in a high school (s. 1011.80(10), F.S.)
- *Instructional materials* purchased by a district school board or community college board of trustees on behalf of public school dual enrollment students must be made available to the dual enrollment students free of charge. – s. 1002.20(19)(d), F.S.
- Students participating in dual enrollment are exempt from the payment of registration, tuition, and laboratory (ss. 1007.271(13) and 1009.25(2)(a), F.S.) Students enrolled in postsecondary instruction not creditable toward a high school diploma are not considered dual enrollments and shall be required to assume the cost of instructional materials. (s.1007.271(14), F.S.)
- Students enrolled in dual enrollment may be included in calculation of FTE for basic programs for grades 9 through 12 by the district. Such students may also be calculated at the proportional shares of FTE enrollments they generate for a community college or university conducting the dual enrollment instruction. Students may be enrolled in dual enrollment instruction provided by an eligible independent college or university and may be included in district calculation of FTE (s. 1011.62, F.S.)

- Early admission is a form of dual enrollment through which eligible secondary student enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree (s. 1007.27(5), F.S.)
- *Career dual enrollment must be provided as a curricular option for secondary students to pursue in order to earn a series of elective credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program, and shall not be used to enroll students in isolated career courses. It is the intent of the Legislature that career dual enrollment provide a comprehensive academic and career dual enrollment program within the career center or community college.*
- College-level dual enrollment courses must be weighed the same as honors courses and advanced placement courses when grade point averages are calculated by school districts and community colleges. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.
- For purposes of the Florida Bright Futures Scholarship Program, academic dual enrollment courses in the statewide course numbering system may be assigned additional weights by the DOE.
- University boards of trustees, community college boards of trustees, and district school boards may establish intrainstitutional and interinstitutional programs to maximize articulation and must collaborate in further developing and providing articulated programs such as dual enrollment in which students can proceed toward their educational objectives as rapidly as their circumstances permit. Dual enrollment is one of the time-shortened programs or articulation mechanisms. (s. 1007.22(1) & (2), F.S.)
- Within the general responsibility of jointly developing and implementing a comprehensive articulated acceleration program, district school superintendents and community college presidents must develop a comprehensive interinstitutional articulation agreement for the school district and community college that serves the school district. The agreement must include:
 - A delineation of courses and programs available to students eligible to participate in dual enrollment and a plan for the community college to provide guidance services to participating students on the selection of courses in the dual enrollment program. The plan must assure that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection.
 - A delineation of the process by which students and parents are informed about participation opportunities.
 - A delineation of the process by which students and their parents exercise their option to participate.

- A delineation of high school credits earned for completion of each dual enrollment course.
 - Provision of postsecondary courses that meet the criteria for inclusion in a district articulated acceleration program toward meeting the high school graduation requirements.
 - An identification of eligibility criteria for student participation in dual enrollment.
 - A delineation of institutional responsibilities regarding student screening prior to enrollment and monitoring student performance subsequent to enrollment in dual enrollment courses and programs.
 - An identification of the criteria by which the quality of dual enrollment courses and programs are to be judged.
 - A delineation of institutional responsibilities for assuming the cost of dual enrollment courses and programs.
 - An identification of responsibility for providing student transportation.
 - A delineation of the process for converting college credit hours earned through dual enrollment to high school credit based on mastery of course outcomes (s. 1007.235(1)&(2), F.S.)
- The district school superintendent is responsible for incorporating, either directly or by reference, all dual enrollment courses contained in the district interinstitutional articulation agreement within the district school board's student progression plan (s. 1007.235(4), F.S.)
- The State Board of Education must determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of a district's interinstitutional articulation agreement and that equal one full credit of the equivalent high school course (s. 1003.436(1)(a), F.S.) The SBOE must develop policies and guidelines with input from statewide K-20 advisory groups established by the Commissioner relating to dual enrollment course equivalencies (s. 1007.01(2)(d), F.S.)
- Part of the community college mission and responsibility includes being responsible for providing dual enrollment instruction (s. 1004.65(6)(e), F.S.)
- The Department of Education must develop, coordinate, and maintain a statewide course numbering system for postsecondary and dual enrollment education in school districts, public postsecondary educational institutions and participating nonpublic postsecondary educational institutions that will:
 - improve program planning,
 - increase communication among all delivery systems, and
 - facilitate student acceleration and the transfer of students and credits between public school districts, public postsecondary educational institutions, and participating nonpublic educational institutions (s. 1007.24(1), F.S.)

- The Department of Education must develop a statement on transfer guarantees which inform students, prior to enrollment in dual enrollment course, of the potential for the course to articulate as an elective or a general education course into a postsecondary education certificate or degree program. Information must be provided by the district to all students.

Joint dual enrollment and advanced placement instruction (s. 1007.272, F.S.)

- Each school district, community college and state university may conduct advanced placement instruction within dual enrollment courses. Such courses are subject to the interinstitutional articulation agreement. Course structure of such courses must integrate structure recommended by the College Board and must correspond to the common course number.
- Students in such joint courses may be funded either through dual enrollment or advanced placement; the funding formula most closely approximating the cost is the one to be used. To use advanced placement funding, the student must meet the examination requirement.
- Postsecondary credit for joint courses will be for dual enrollment or advanced placement credit based on the preference of the student with the exception that advanced placement credit is only for students who score at least a 3, on a 5-point scale, on the AP exam.

DUAL ENROLLMENT HISTORY

1987 – HB 1008 (Chapter 87-212)

- Created s. 240.116, F.S. (Articulated Acceleration) – established dual enrollment, early admission, advanced placement, credit by exam, and the IB program as articulated acceleration mechanisms for the purpose of shortening time to degree, broadening the availability of courses, or increasing the depth of study for subjects.
- Created s. 240.1161, F.S. – District Interinstitution articulation agreement) – required that superintendents of schools and community college presidents establish articulation agreements.
- Created s. 240.1163, F.S. (Joint dual enrollment and advanced placement instruction) - authorized joint dual enrollment and advanced placement courses.

1990 – HB 3709 (Chapter 90-365)

- Defined eligible secondary student as a student who is enrolled in a Florida public secondary school or in a Florida nonpublic secondary school and conducts a secondary curriculum.

1993 HB 647 (Chapter 93-234)

- Directed the State Board of Education to develop articulation accountability measures which assess the status of system wide articulation processes.

1996 – SB 186 (Chapter 96-214)

- Allowed home education students to participate in dual enrollment, vocational dual enrollment, early admission and credit by examination.
 - Eligible home-education secondary students must:
 - Provide proof of enrollment in a home-education program
 - Be responsible for his or her own instructional materials and transportation unless provided for otherwise
- Required each community college and each state university to:
 - Delineate courses and programs for dually enrolled home-education students.
 - Identify eligibility criteria for home-education students to participate

1997 – HB 1545 (Chapter 97-246)

- Required the Department of Education to create a pilot of the Advanced International Certificate of Education (AICE) Program.

1997 – SB 458 (Chapter 97-2)

- Allowed DOE to adopt guidelines designed to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. Students must:
 - Demonstrate readiness for college-level coursework if enrolled in college
 - Demonstrate readiness for vocational-level coursework if enrolled in a vocational course.

- Include a 3.0 unweighted grade point average when taking college credit dual enrollment courses
- Include a 2.0 unweighted grade point average when taking vocational certificate dual enrollment courses

1998 – SB 2000 (Chapter 98-163)

- Required the State Board of Education to adopt rules for any dual-enrollment programs involving requirements for high school graduation.

1998 – SB 4259 (Chapter 98-421)

- **Required school districts and community colleges to weigh college-level dual enrollment courses the same as honors courses and advanced placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.**
- Authorized Commissioner of Education to approve dual enrollment agreements for limited course offerings that have statewide appeal. Such programs shall be limited to a single site with multiple county participation.

2000 – HB 2263 (Chapter 2000-321)

- Provided for the Florida Education Governance Reorganization (School Code Rewrite) by requiring review before repealing all school code statutes.

2000 – HB 2105 (Chapter 2000-2105)

- Authorized Articulation Coordinating Committee to determine the number of postsecondary credit hours earned through dual enrollment
- Guaranteed the validity and comparability of dual enrollment credit at the secondary school for graduation purposes.
- Minimized the number of credits required for high school graduation so that the dually enrolled student may accelerate to the postsecondary level.
- Allowed student to take dual enrollment courses during the summer.
- Required school districts to provide full disclosure to students and parents of the dual enrollment program as an educational opportunity as delineated in the local articulation agreement between school districts and community colleges.
- Clarified that legislative purpose of dual enrollment is to shorten time to diploma.
- Clarified that students are not required to pay tuition or reimburse community colleges for registration, matriculation and laboratory fees for dual enrollment. Any reimbursement as provided in the GAA.

2001 – SB 2002 (Chapter 2001-254)

- Removed the Advanced International Certificate of Education Pilot Program.

2002 – SB 20E (Chapter 2002-387)

- Rewrote Florida K-20 Education School Code –moved and renumbered provisions regarding dual enrollment from Chapter 240 to Chapter 1007
 - F.S. 1007.27 – Articulated Acceleration Mechanisms

- F.S. 1007.271 – Dual Enrollment Programs
- F.S. 1007.272 – Joint dual enrollment and advanced placement instructions.

2003 – HB 1739 (Chapter 2003-8 – *Articulated acceleration mechanisms*)

- Required the State Board of Education to conduct a review of the current use of acceleration methods in school districts and public postsecondary institutions.

2004 – HB 769 (Chapter 2004 – 357 – *Articulated acceleration mechanisms and dual enrollment programs*)

- Changed terms “vocational” and “technical” to “career” to more accurately describe the professional preparation of these programs.

2005 – HB 579 (Chapter 2005 – 196 – *Dual enrollment programs*)

- Clarified that dual enrollment courses are creditable toward high school completion.
- Addressed instructional time requirements to generate an FTE in dual enrollment classes for FEFP funding.
- Clarified that an independent college or university (that meet specific criteria) does not need to use the statewide course numbering system to participate in dual enrollment.

Study on Acceleration Mechanisms in Florida

**December
2003**

Submitted to the Governor and the Legislature in fulfillment of the
requirements in Section 1007.27, Florida Statutes



Submitted by:

Florida Board of Education
Florida Department of Education
325 West Gaines Street, Room 1514
Tallahassee, Florida 32399

Table of Contents

1. Statutory Requirements for the Report.....	1
2. Process for Completing the Report	1
3. Statutory Definitions for Acceleration Mechanisms	2
Dual Enrollment.....	2
Early Admission	2
Advanced Placement (AP).....	3
Credit by Examination	3
International Baccalaureate (IB)	3
Advanced International Certificate of Education (AICE)	3
4. Florida policies designed to make acceleration mechanisms more “student friendly”	4
Statewide Course Numbering System	4
ACC credit By Exam Guidelines for Postsecondary Institutions	4
Dual Enrollment	5
Florida Partnership	6
5. Access to Acceleration Mechanisms	6
Student Eligibility Criteria	6
Student Participation	9
Student Outcomes	18
6. Advising Practices	19
FACTS.org	19
Students with Disabilities	21
Current District/School-Level Advising Practices	22
7. Grading Practices	24
Purpose of Weighting Courses in Calculation of GPA	24
High School GPA Weighting Practices	25
State University GPA Weighting Practices	26
Bright Futures GPA Weighting Practices	27
8. General Education/College Graduation Requirements	27
Community College Dual Enrollment	28
State University Dual Enrollment	28
SUS Graduates and Accelerated Credits Counted Toward Graduation	28

9. Class Size Reduction	29
Dual Enrollment on Community College Campuses	30
Florida Virtual School	30
Florida Distance Learning Consortium	31
10. Funding For Acceleration Mechanisms	33
FEFP Funding for Acceleration Mechanisms.....	33
Incentive Funding for Acceleration Mechanisms	33
Dual Enrollment Funding	34
Recent Proposals for Dual Enrollment Funding	35
Delivery of Dual Enrollment Instruction	37
Dual Enrollment Text Books	37
11. Credit By Examination	37
CLEP Examinations	38
12. Summary and Recommendations	38

1. Statutory Requirements for the Report

During the 2003 Regular Legislative Session, the Legislature passed House Bill 1739 which mandated the State Board of Education to submit a report to the Governor and the Legislature on acceleration mechanisms in the state. Specifically, the bill amended Section 1007.27, Florida Statutes, and required the State Board of Education to “conduct a review of the extent to which acceleration mechanisms authorized by this section are currently utilized by school districts and public postsecondary educational institutions.” The legislation further stipulates that “the report must include a summary of ongoing activities and a plan to increase and enhance the use of acceleration mechanisms as a way to shorten the length of time as well as the funding required for a student, including a student with a documented disability, to obtain a postsecondary degree.”

There are seven general areas that the bill required the review to address. These include:

- **Advising** regarding the availability of accelerated mechanisms options;
- Availability of acceleration mechanisms options to eligible students;
- **Grading Practices**, including weighting of courses, with regard to credit earned through acceleration mechanisms;
- Applicability of accelerated credit to postsecondary **general education** requirements;
- Extent to which **class size reduction** issues could be alleviated through the use of acceleration mechanisms;
- **Funding** for instruction associated with accelerated courses;
- Feasibility of providing students with **credit-by examination** opportunities upon completion of dual enrollment courses;

The report is arranged in a manner that addresses each of these seven areas individually, although overlap is unavoidable. The required summary of activities and plan for increasing and enhancing the use of acceleration mechanisms is divided into issue areas as well.

2. Process for Completing the Report

Articulation Coordinating Committee

The Articulation Coordinating Committee (ACC) was established by the Commissioner of Education as an oversight group for K-20 articulation policy. The primary mission of the group is to ensure articulation and seamless integration of the K-20 education system by building and sustaining relationships among K-20 public organizations; between public and private organizations; and between the educational system as a whole and Florida’s communities. The purpose of building and sustaining these relationships is to facilitate the efficient and effective movement of students and to allow students to proceed toward their educational objectives as rapidly as their abilities and circumstances permit. Since student acceleration has been identified as an articulation issue, the State Board of Education charged the ACC with the task of developing the initial report.

The ACC consists of representatives from the various K-20 educational sectors including state universities, community colleges, public school districts (including home education programs), and independent secondary and postsecondary institutions. In addition to the general membership, a number of Task Forces were established to address specific issues that fall within the purview of the ACC. One of these groups is the ACC Task Force on Acceleration Policies.

This group consists of ACC members as well as additional representatives from the various sectors that work closely with acceleration programs.

The Task Force on Acceleration Policies was charged with the primary task of fact finding and was asked to gather information and identify issues related to acceleration mechanisms for review by the ACC. The Task Force held several meetings which focused on the issues to be addressed in the study. In addition, two subgroups relating to the areas of access/advising and grading practices were created to focus on specific issues and each met once separately via conference call.

Statewide data was requested and received from the Department of Education and a survey of school district superintendents was distributed electronically to all 67 districts requesting more specific information not previously collected by the Department. Forty-seven school districts responded to the survey resulting in a 70 percent response rate. Once the data from the survey was gathered, a follow-up qualitative survey was conducted via telephone by Department staff to obtain additional information relating to advising practices.

On October 15, 2003, the ACC held a full day workshop to review the data and address the acceleration issues identified by the Task Force. The ACC approved the final recommendations on November 19. The State Board of Education approved the recommendations of the ACC and the report at the December 16, 2003 meeting. The final report was submitted to the Legislature and the Governor.

3. Statutory Definitions of Acceleration Mechanisms

Dual Enrollment

Dual enrollment is defined as “the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward a career and technical certificate or an associate or baccalaureate degree” (Section 1007.271, Florida Statutes). Vocational-preparatory instruction, college-preparatory instruction, and physical education courses that focus on the execution of a physical skill rather than the intellectual attributes of the activity are ineligible for inclusion in the dual enrollment program.

Student eligibility criteria for participation in dual enrollment include passage of the Common Placement Test (CPT) as well as achievement of a 3.0 un-weighted grade point average for college credit courses and a 2.0 un-weighted grade point average for career and technical certificate courses. Eligible students are permitted to enroll in dual enrollment courses that are conducted during school hours, after school hours, and during the summer term.

Students who meet the eligibility requirements are exempt from the payment of registration, tuition and laboratory fees. Instructional materials for dual enrollment courses shall also be available to Florida public high school students free of charge. Private school and home education students may also be provided with instructional materials, but it is not required by statute.

Early Admission

Section 1007.27(5), Florida Statutes, defines early admission as “a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or

baccalaureate degree.” These students are treated in the same fashion as regular dual enrollment students.

Advanced Placement (AP)

Advanced Placement is “the enrollment of an eligible secondary student in a course offered through the Advanced Placement Program administered by the College Board” (Section 1007.27(6), Florida Statutes). Students enrolled in AP courses are eligible to receive postsecondary credit only if they obtain a minimum score of 3, on a 5-point scale, on the corresponding Advanced Placement Examination. However, public school students in Florida are exempt from the payment of any fees associated with the administration of the examinations regardless of whether they achieve a passing score. Postsecondary course equivalencies are determined by the Articulation Coordinating Committee and approved by the State Board of Education.

Credit by Examination

Section 1007.27(7), Florida Statutes, defines credit by examination as “the program through which secondary and postsecondary students generate postsecondary credit based on the receipt of a specified minimum score on nationally standardized general or subject-area examinations.” Passing scores and course equivalencies for CLEP are determined by the ACC (scores and equivalencies for other national or international examinations are recommended). Community colleges and universities may also develop their own examinations and award credit based on student performance. This option does not require the student to enroll in the course for which credit is being awarded. Credit by exam, such as CLEP and departmental examinations, typically result in students earning credit only toward their postsecondary degree or certificate. Credit earned via these examinations does not apply toward high school graduation.

International Baccalaureate (IB)

The International Baccalaureate Program is “the curriculum in which eligible secondary students are enrolled in a program of studies offered through the International Baccalaureate Organization Program administered by the International Baccalaureate Office” (Section 1007.27(8), Florida Statutes). IB is an advanced, comprehensive program of study that is designed to meet various international university entrance standards. The program is offered only on selected high school campuses in Florida (through an application process) and administered by the International Baccalaureate Office based in Switzerland.

Students enrolled in an IB program are eligible to receive postsecondary credit only if they obtain a passing score on the corresponding IB Examinations. However, public school students in Florida are exempt from the payment of any fees associated with the administration of the examinations regardless of whether they achieve a passing score. Cut off scores and postsecondary course equivalencies are determined by the Articulation Coordinating Committee and approved by the State Board of Education. Students may be awarded a maximum of 30 semester credit hours earned via the International Baccalaureate program.

Advanced International Certificate of Education (AICE)

Section 1007.27(9), Florida Statutes, defines the AICE Program as “the curriculum in which eligible secondary students are enrolled in a program of studies offered through the Advanced International Certificate of Education Program administered by the University of Cambridge

Local Examinations Syndicate.” Students enrolled in an AICE program are eligible to receive postsecondary credit only if they achieve a passing score on the corresponding AICE examination. However, public school students in Florida are exempt from the payment of any fees associated with the administration of the examinations regardless of whether they achieve a passing score. Cut off scores and postsecondary course equivalencies are determined by the Articulation Coordinating Committee and approved by the State Board of Education. Students may be awarded a maximum of 30 semester credit hours earned via the AICE program.

4. Florida Policies designed to make acceleration mechanisms more “student friendly”

Statewide Course Numbering System

Concern over unnecessary repetition of courses by transfer students led the Florida Legislature to require the development of a statewide course numbering system to facilitate the transfer of credit for equivalent courses among the state's public vocational schools, colleges, and universities. Today the system maintains course information, identifying numbers and prefixes for more than 120,000 courses offered at participating institutions. Faculty discipline committees, institution coordinators, and Department of Education employees maintain this system.

ACC Credit-By-Exam Guidelines for Postsecondary Institutions

In 2001, as part of Senate Bill 1162 relating to education governance reorganization, the Legislature required the Articulation Coordinating Committee (ACC) to establish passing scores and course and credit equivalencies for Advanced Placement (AP), International Baccalaureate (IB), and College-Level Examination Program (CLEP) exams. The DANTES/DSST and Excelsior College exam equivalents were not required by the bill, but recommendations were made for these exams as well under the authority of State Board of Education Rule 6A-10.024.

The ACC Standing Committee on Alternative Ways of Earning Credit, a group consisting of postsecondary faculty and academic administrators, reviewed each examination and determined the appropriate course(s) for which postsecondary credit should be granted. These course equivalencies and associated credit were presented to the ACC for review and adoption. The ACC recommendations for course and credit equivalencies were then adopted by the State Board of Education on November 14, 2001.

In addition to the AP, IB and CLEP examination equivalencies required in 2001, the ACC also determined equivalencies for Advanced International Certificate in Education examinations in 2003 after the program was added to section 1007.27, F.S., as an acceptable acceleration mechanism during the 2002 school code rewrite process.

State universities and community colleges are now required to grant students who earn a specified score on an AP, IB, AICE, or CLEP exam credit for the specific postsecondary courses identified by the ACC. This credit is guaranteed to transfer across all public postsecondary institutions. Institutions may award more credit than the minimum listed by the ACC, but not less. There are also restrictions on the course numbers that can be used. In addition to the increased transferability of courses, the ACC guidelines allow for students to have met the general education, common prerequisite, and Gordon Rule requirements as if they had taken the course at the receiving institution.

Dual Enrollment

Articulation Agreements

Florida requires every school district to enter into an articulation agreement with a community college for the purpose of facilitating articulation and acceleration. These agreements must include a delineation of courses and programs available to students eligible to participate in dual enrollment. In addition, the agreements must outline the institutional responsibilities for assuming the cost of the dual enrollment program. These policies on dual enrollment contribute to Florida leading the nation in providing students with a comprehensive dual enrollment program. In 2001, Education Commission of the States (ECS) found Florida to be one of four states that provide tuition for high school students interested in taking postsecondary classes.

Dual Enrollment Course List

The Articulation Coordinating Committee, as mandated by the Legislature (HB 2105 – Chapter 2000-225, Laws of Florida), established an Ad Hoc Dual Enrollment Committee in September of 2000 to examine several aspects of the dual enrollment program. The committee consisted of representatives from school districts, community colleges, state universities, one nonpublic institution, and Department of Education staff. The charge of the committee was to:

- ◆ Identify postsecondary courses and credits completed through dual enrollment that will satisfy high school graduation requirements;
- ◆ Determine the number of high school credits that will be awarded for completion of each dual enrollment course;
- ◆ Develop a statement on transfer guarantees for dual enrollment courses, including information relating to students' rights and responsibilities; and
- ◆ Establish a procedure for annual review of inter-institutional articulation agreements.

Faculty committees, consisting of school district, community college, and university faculty, were established in the general subject areas required for high school graduation. These included: Language Arts, Mathematics, Science, Social Studies, Practical Arts/Career Education, Performing Fine Arts, and Physical Education/Life Management. Rather than looking at the entire universe of postsecondary courses, the committees focused only on those courses that had been offered as dual enrollment courses in the previous two years. This limitation made the task manageable and it was agreed that any course not included in the discussion could be offered through dual enrollment as an elective.

The faculty committees, facilitated by Department of Education staff, met at Hillsborough Community College and made recommendations regarding specific dual enrollment courses in their discipline areas. Each course was examined to assess whether it would meet a high school graduation requirement or serve only as an elective. Also, postsecondary courses were evaluated to determine the number of high school credits for which each one should be equated. Previously, all three credit postsecondary courses equated to .5 high school credits. The Ad Hoc Committee considered the recommendations of the faculty committees and determined that there were several postsecondary courses (particularly in the areas of foreign language, math, and science) that should equate to 1 full high school credit.

After the passage of Senate Bill 30-A (2003), which created a three-year accelerated graduation option, the ACC convened another faculty committee to re-examine the amount of high school credit that should be awarded for dual enrollment courses in the English/language arts subject

area. The committee recommended the receipt of one full high school credit for a few specific postsecondary composition and literature courses. The ACC accepted this recommendation in August 2003, and the State Board of Education later approved it in September 2003.

The Florida Partnership

Florida has partnered with the College Board to promote equity for all students in Florida. Through the Partnership, resources are dedicated to initiatives such as: familiarizing students with college admission tests such as the PSAT/NMSQT® and the SAT®; building rigorous academic curriculum, including more access for all students to AP® classes and other challenging courses; and encouraging parental involvement to help inspire more students to challenge themselves academically, and prepare for college and careers. Through these efforts, Florida has seen growth in the number of students identified for and participating in Advanced Placement courses. According to the 2003 Florida AP® report, Florida had the second greatest increase in the number of AP Test-takers in the nation.

5. Access to Acceleration Mechanisms

Student Eligibility Criteria

Student eligibility criteria for acceleration mechanisms vary across different types of courses and different school districts. For example, in order to participate in dual enrollment courses, students must meet the statutorily defined requirements of a 3.0 minimum GPA and passage of the appropriate section of the Common Placement Test.

There is no such statutory requirement for AP, IB, or AICE courses. Districts set their own eligibility requirements for student participation. The chart below provides an overview of student eligibility requirements, teacher preparation requirements, and the manner in which high school and college credit is earned for each type of accelerated/advanced course (high school honors courses included):

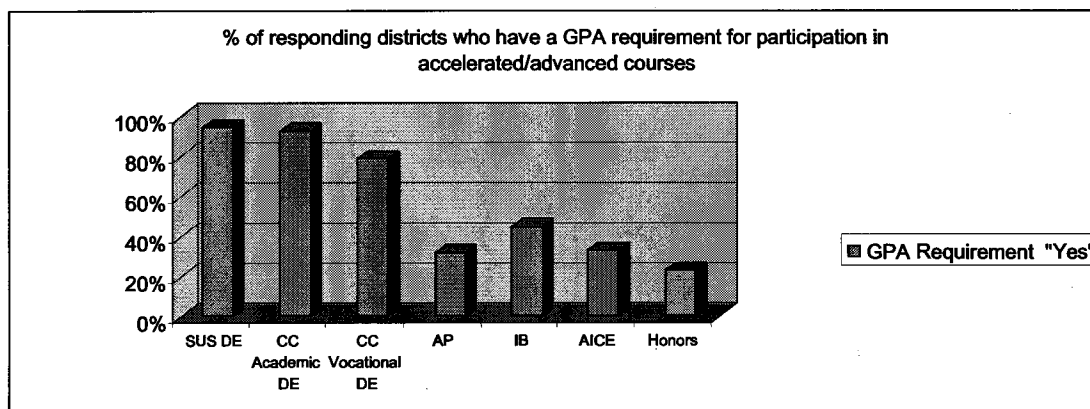
<i>Type of Course</i>	<i>Student Eligibility Criteria</i>	<i>Teacher Qualifications</i>	<i>Manner in which HS credit is earned</i>	<i>Manner in which Postsecondary credit is earned</i>
Dual Enrollment	<i>Section 1007.271, F.S.</i> - 3.0 un-weighted GPA (2.0 for vocational) - Must pass appropriate section of the CPT - Colleges may also set additional admissions criteria – outlined in interinstitutional articulation agreement	Must meet SACS criteria for college faculty (Master's degree + 18 graduate credit hours in subject area)	Receive a passing grade in the course	Receive a C or better in the course (per ACC). Statewide Course Numbering System
Advanced Placement	<i>Section 1007.27(6), F.S.</i> - No eligibility criteria specified in statute or by College Board. - Districts may set own eligibility criteria	No statutory requirement, determined by district. - College Board provides summer teacher training & curriculum guides – <u>NOT required</u> .	Receive a passing grade in the course	Pass standardized exam (scores set by ACC) ACC determines college course equivalencies
International Baccalaureate	<i>Section 1007.27(8), F.S.</i> - No eligibility criteria specified in statute or by IBO. - Districts may set own eligibility criteria	No statutory requirement, determined by IB school. - IBO <u>requires</u> all teachers to receive IBO training in the subject area (school must document this in the application process)– IBO also provides web support and curriculum guides	Receive a passing grade in the course	Pass standardized exam (scores set by ACC) ACC determines college course equivalencies

AICE	Section 1007.27(9), F.S. -No eligibility requirements specified in statute or by Cambridge. -Districts may set own eligibility criteria.	No statutory requirement, determined by the registered Cambridge Center school. Cambridge provides strongly recommended, but not required, annual face to face teacher training conferences. Cambridge also provides free on-line support including syllabuses, sample examinations and mark schemes, and lesson plans.	Receive a passing grade in the course.	Pass standardized exam (scores set by ACC) ACC determines college course equivalencies
Honors (*high school)	No eligibility requirements specified in statute. Districts/schools set own eligibility criteria.	No statutory requirement, determined by district –	Receive a passing grade in the course	There is no college credit earned for high school honors courses

For purposes of this study, the ACC surveyed all 67 school districts in an effort to obtain information on various district policies and practices as they relate to accelerated courses. Forty-seven of sixty-seven school districts responded, making the response rate just over 70 percent. The districts were asked specific questions related to student eligibility requirements, teacher credentials/training, and GPA calculation policies (which will be discussed in detail later in the report). Each district was asked to identify high schools within their district, if any, that they believed have exemplary advising practices. Practitioners from the identified schools were then interviewed by DOE staff to establish best practices. The results of the interview process will be discussed in the advising section.

GPA Requirements

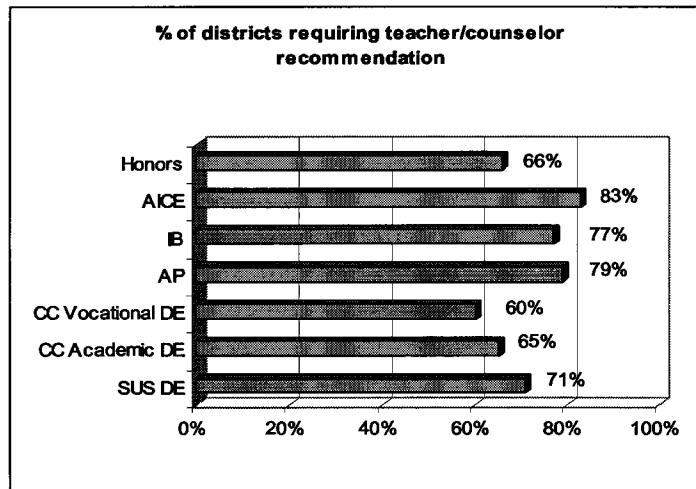
As illustrated in the chart below, the number of districts who require students to meet minimum GPA requirements before allowing them to participate in advanced courses varies across course type. The majority of districts who have a minimum GPA requirement use “un-weighted” GPA to determine student eligibility, however, some do use a “weighted” GPA. There is a statutory GPA requirement for dual enrollment courses (3.0 un-weighted for academic courses & 2.0 un-weighted for career & technical courses), which explains why the number of districts with GPA requirements for dual enrollment is very high. However, there is also a provision for exceptions to the GPA requirement if it is agreed upon by both educational entities and contained within the interinstitutional articulation agreement, so the number is not 100 percent.



Teacher/Counselor Recommendations

Although there are no requirements in statute for students to obtain a teacher or guidance counselor recommendation prior to enrolling in an accelerated/advanced course, a majority of school districts require a recommendation on the local level. There are exceptions to this requirement in many districts on a case-by-case basis. These include obtaining a recommendation from the principal; parental requests (in some cases); a review of the student's overall grades and test scores; and individual circumstances.

The percentage of school districts that have a teacher or counselor recommendation requirement, when broken down by the type of accelerated advanced course, reveals that teacher/counselor recommendations are most commonly required for AICE (83%), AP (79%), and IB (77%) courses. However, a majority of districts also require recommendations for state university dual enrollment (71%), high school honors (66%), community college academic dual enrollment (65%) and community college vocational dual enrollment (60%).



Testing Requirements

The only acceleration mechanism that has a statutory testing requirement is dual enrollment. Section, 1007.271, Florida Statutes, stipulates that students must “demonstrate readiness” for college-level or career and technical-level coursework if they are to be enrolled in the respective type of dual enrollment course. This demonstration of readiness includes passage of the Common Placement Test (CPT) in conjunction with a specified GPA (3.0 for college-level; 2.0 for career and technical-level). The CPT requirement is necessary because students are prohibited from enrolling in college prep courses through dual enrollment.

However, the statute is not specific regarding what portions of the CPT are appropriate for admission into specific dual enrollment courses. Common practice has been to require a student who wants to dually enroll in a math class to pass the math portion of the CPT. The same holds true for English courses and the English portion of the CPT. The policy becomes less clear in subject areas that do not fall easily into a math or English category. There are several issues that need clarification:

- Should dual enrollment in a course that is not a math or English course (i.e. psychology, speech, humanities, etc.) require passage of the English or reading portions of the CPT?
- Should admission to a dual enrollment science course require passage of the math portion of the CPT? What about the reading portion?
- Do any dual enrollment courses require passage of the reading portion of the CPT? Should ALL of them? What is the reading portion of the CPT measuring?

- How should career & technical dual enrollment students demonstrate readiness (TABE?)?

These questions should be clarified so that the determination of the eligibility of students for dual enrollment courses is consistent across districts.

Additional Eligibility Requirements

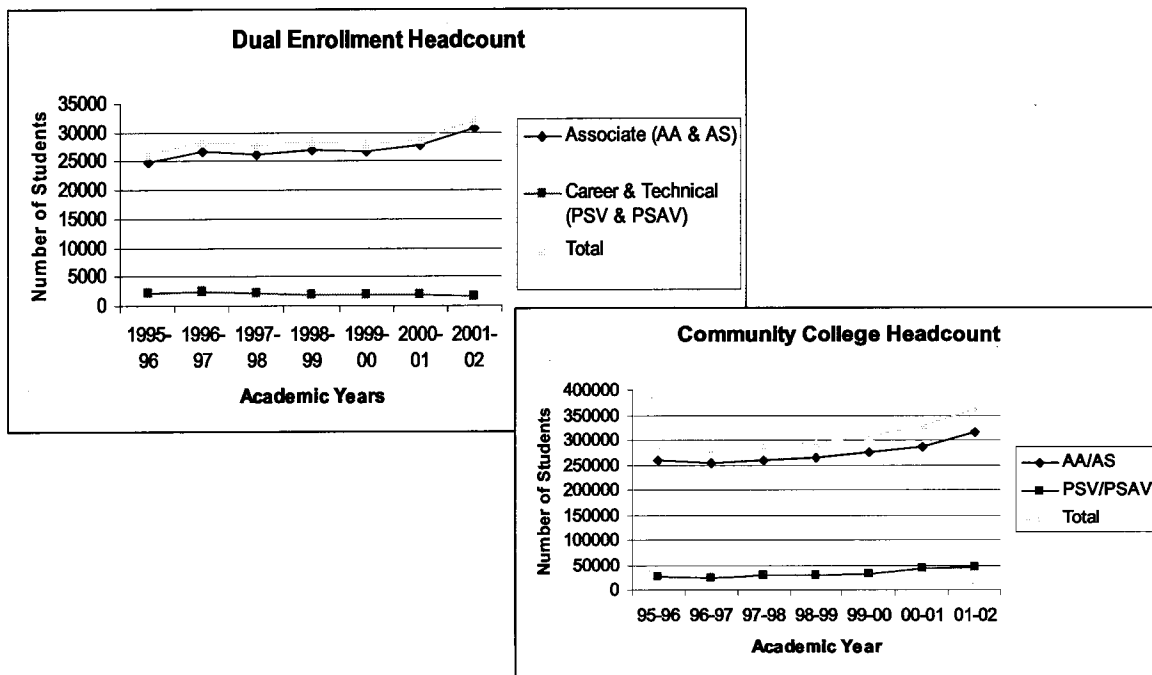
In addition to GPA, teacher/counselor recommendations, and CPT requirements, 57 percent of school districts reported having some additional eligibility requirements for students who wish to participate in accelerated/advanced courses. Some of these additional criteria include: course prerequisites; previous grades in same subject area courses, FCAT reading scores; PSAT, SAT, ACT scores; and specified grade level (e.g. 10th grade or above). In addition, some districts limit the number of accelerated courses that a student can take. Fifteen percent of school districts reported placing a restriction on the number of accelerated courses that students can take. Most of these districts limit the number of dual enrollment courses that can be taken *per semester* to 12 or 15, while one district reported limiting the total number of dual enrollment courses that a student can take to 30 hours. One responding district also reported restricting student participation in accelerated courses to only those that are offered through the district.

Student Participation

Dual Enrollment/Early Admission Participation at Community Colleges

All 28 community colleges participate in the dual enrollment program. Participation in community college dual enrollment has significantly expanded over the last 10 years as evidenced by a growth of 110 percent in Full-Time Equivalent (FTE) student enrollment. In 2001-02, 32,960 high school students enrolled in a total of 98, 045 dual enrollment courses at community colleges (637 of those students were classified as early admission). Community colleges with the largest dual enrollment programs in 2001-02 included: Valencia Community College (2,612 students); Indian River Community College (2,511 students); Brevard Community College (2,207 students); Gulf Coast Community College (2,085 students); and Palm Beach Community College (2,048 students).

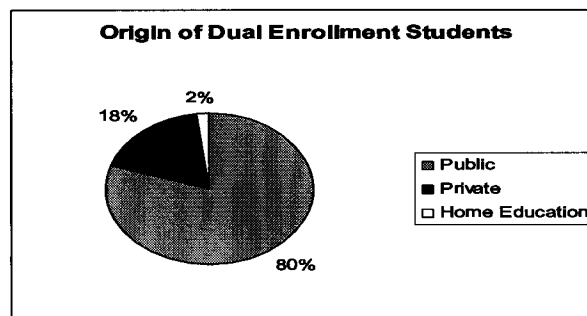
Although the number of courses taken per student per year ranged from 1 to 20 (median = 2), the average number of courses taken per year was 3.1 per student. Ninety-nine percent of dual enrollment students took 11 or fewer courses and 90 percent took 6 or fewer courses. The mode, or most common number of courses taken, was two. Seventy-five percent of dual enrollment students took 4 courses or less per year.

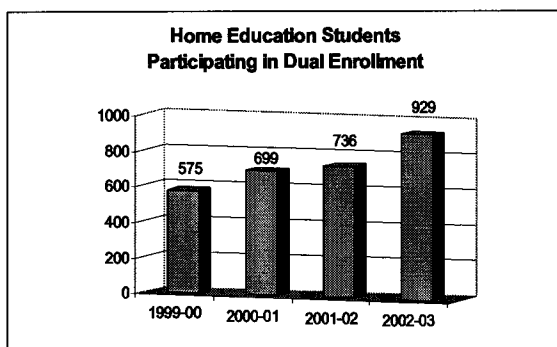


In addition to an increase in the number of courses taken by some dual enrollment students (110% FTE increase), the number of high school students participating in the community college dual enrollment program has also increased by over 56 percent. All growth has occurred in academic (AA/AS) dual enrollment, while career and technical (certificate) dual enrollment has remained relatively constant (see above chart).

With a success rate of 80 percent, students earned a total of 226,215 postsecondary credit hours through participation in dual enrollment programs. For the Community College System, academic dual enrollment accounted for 6,579.9 FTE, and 91 percent of credits earned through dual enrollment. Career and technical dual enrollment accounted for an additional 625.5 FTE and 9 percent of credit earned through dual enrollment. Student participation in dual enrollment courses offered at vocational technical centers will be addressed in the next section.

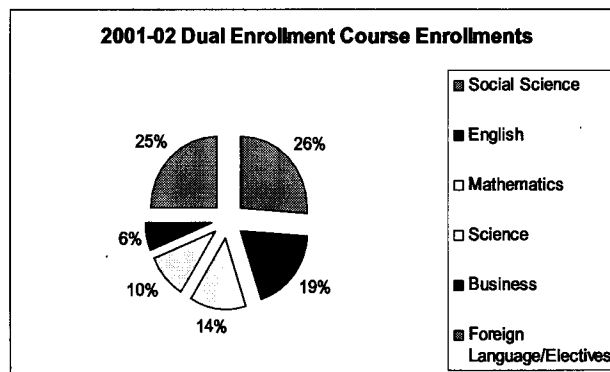
In 2001-02, close to 80% of dual enrollment courses in community colleges were taken by public school students. 18% of the students and course enrollments came from private schools. Home education students comprised the remaining 2% of students and slightly more than three percent of course enrollments.



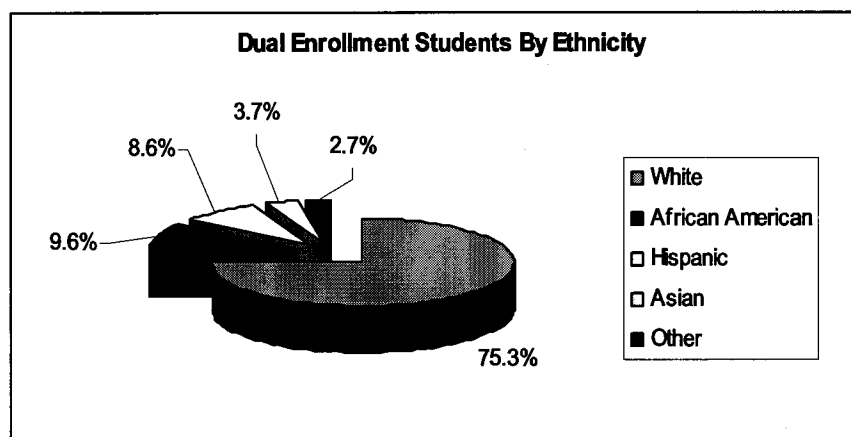


Trend data indicates that home education students are taking advantage of dual enrollment opportunities in increasing numbers. Over the last four years, home education student participation in dual enrollment has increased by 38 percent and many students complete an AA degree through the dual enrollment program.

In 2001-02, students most commonly enrolled in dual enrollment courses in the following subject areas: Social Science (26% of courses), English (19% of courses), Mathematics (14% of courses), Science (10% of courses), and Business (6% of courses). The remaining enrollments were comprised of foreign language courses as well as both academic and vocational electives.



Almost 61 percent of students who participated in dual enrollment in 2001-02 were female. This male/female ratio mirrored that of the general community college student population. However, only 25 percent of dual enrollment students were minorities, which was significantly less than the proportion of minority students in the general community college student population (37%). African-American students represented 9.6 percent of the dual enrollment student population, while Hispanic and Asian students represented 8.6 and 3.7 percent respectively. It is important to note, however, that a comparison between dual enrollment students and the general community college student population may be somewhat misleading because dual enrollment students must meet entrance requirements (GPA and pass the CPT) prior to enrolling while the general community college student population benefits from an open door admissions policy.



Students with documented disabilities were also underrepresented in the dual enrollment program. Between 1.8 and 2.0 percent of the students who were enrolled in community colleges in 2001-02 had a documented disability. However, students with documented disabilities comprised only 0.27 percent of the academic dual enrollment and 0.64 percent of the career and technical dual enrollment population.

Success Story: Community College Dual Enrollment

- FTE enrollment in community college dual enrollment has increased by 110% over the past decade.
- 80% of students who participate in community college dual enrollment earn postsecondary credit.
- Dual enrollment students have successful experiences in subsequent courses taken at a state university.

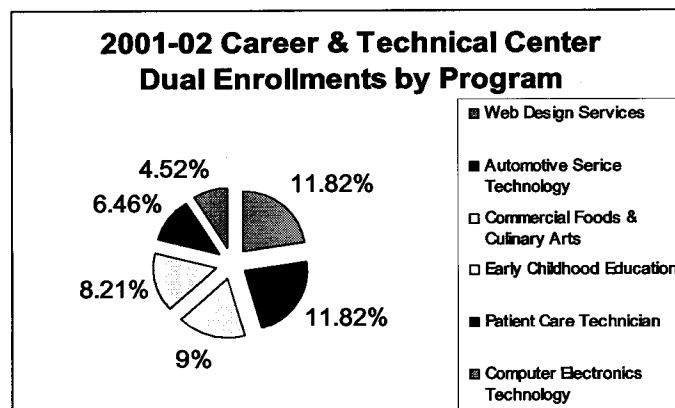


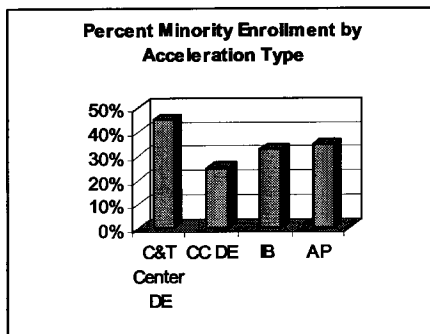
Dual Enrollment Participation in District Technical Center Vocational Programs

Florida has district-operated career and technical education centers in 36 counties. High school students may attend a career and technical education center as a dual-enrolled student to obtain non-college credit career and technical education instruction. This credit counts toward both high school graduation and a postsecondary certificate. In 2001-02, the range of programs in which dual enrollment students enrolled at career and technical education centers was wide, ranging from a single program in some districts to 61 programs in another district. As with other acceleration mechanisms, urban districts had significantly more technical center programs involved in high school dual enrollment than rural areas.

Student participation in dual enrollment courses offered at career and technical education centers also varied widely in 2001-02. There were districts with a single student enrolled and others with as many as 2,129 students participating in a technical program for high school and postsecondary credit.

Although students took courses in 125 different career and technical programs, over 51 percent of career and technical center dual enrollment students enrolled in 6 programs. These included a new program in Web Design Services (11.82%) as well as programs in Automotive Service Technology (11.82%); Commercial Foods and Culinary Arts (9%); Early Childhood Education (8.21%); Patient Care Technician (6.46%); and Computer Electronics Technology (4.52%).





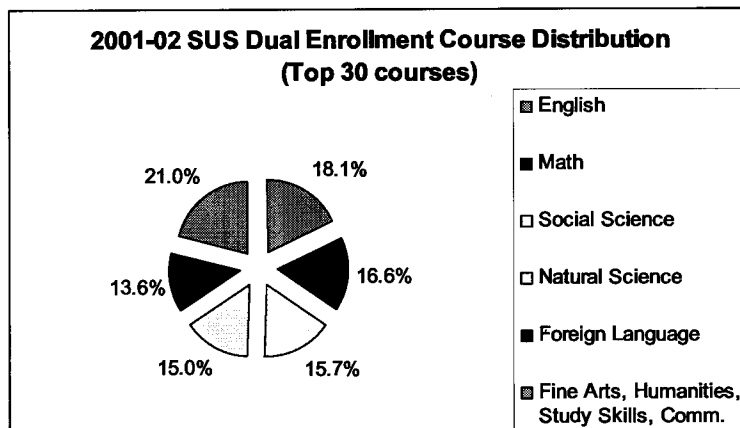
Of the 8,231 students enrolled in programs in 2001-02, 59 percent were male. Minority enrollments accounted for a greater percentage of the total enrollments at technical centers than they did the enrollments in other acceleration mechanisms. Minority enrollments totaled 45 percent of all technical center dual enrollments, as opposed to 35 percent of AP enrollments, 33 percent of IB enrollments, and 25 percent of community college dual enrollments.

Students with documented disabilities made up 7.5 percent of enrollments in technical center dual enrollment in 2001-02. This is a significantly larger percentage than was enrolled in other acceleration mechanisms (AP, IB, community college dual enrollment), which, in each case, accounted for less than 1 percent of enrollments.

Dual Enrollment Participation in State Universities

While far less common than community college and technical center dual enrollment, it is possible for high school students to enroll in state university courses as dual enrollment students. In 2001-02, 1,975 students statewide took advantage of this opportunity. The 1,975 students enrolled in 630 different courses for a total of 5,684 enrollments. Half of all enrollments were in just 30 courses.

Of the 30 courses with the highest enrollments, 21.6% were English; 20% were social science; 15.2% were math; 11.5% were natural science; and 9.7% were foreign language; 7% were Orientation; and 6.8% were Engineering. Humanities and communication courses combined for 8.3% of the 30 courses with the highest enrollments.



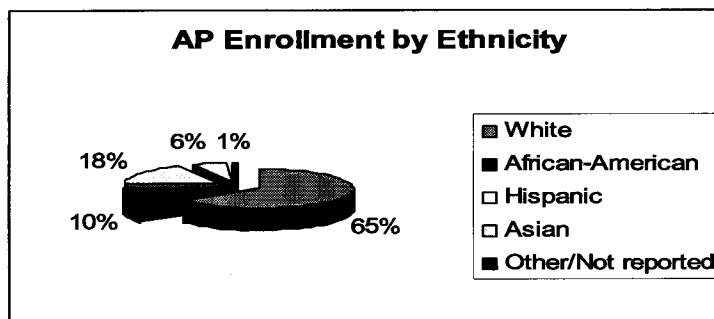
Advanced Placement (AP) Participation

The Advanced Placement Program, sponsored by The College Board, offers motivated high school students the opportunity to enroll in rigorous college-level coursework while still in high school. There are 34 different AP courses in 19 subject areas. Courses are taken for high school credit only; however, scoring well on the optional exam can earn a student college credit at many postsecondary institutions.

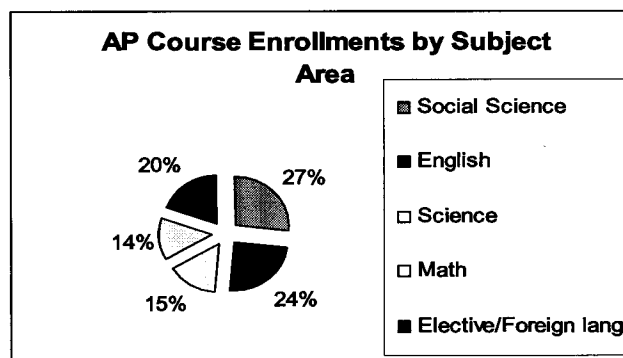
In 2001-02, 55 of Florida's 67 school districts offered AP courses to their public high school students. Courses were not offered in Baker, Calhoun, Desoto, Gilchrist, Glades, Jackson, Lafayette, Liberty, Sumter, Taylor, Union or Walton Counties. The range of course offerings in participating districts was wide, with some districts offering a single AP course district-wide and others offering as many as 26 AP courses at a single high school. Seminole County led the state in AP offerings with an average of 21 AP courses offered per high school.

Student participation in AP courses in 2001-02 also varied widely around the state, with those districts that offered courses having as few as one student enrolled, to districts with as many as 939 participants in a single high school. Student participation was strongest in urban districts, particularly in areas with close proximity to a state university.

Of those students enrolled in AP courses in 2001-02, 65 percent were white; 10 percent were African American; 18 percent were Hispanic; and 6 percent were Asian. All others combined made up 1 percent of the participants.

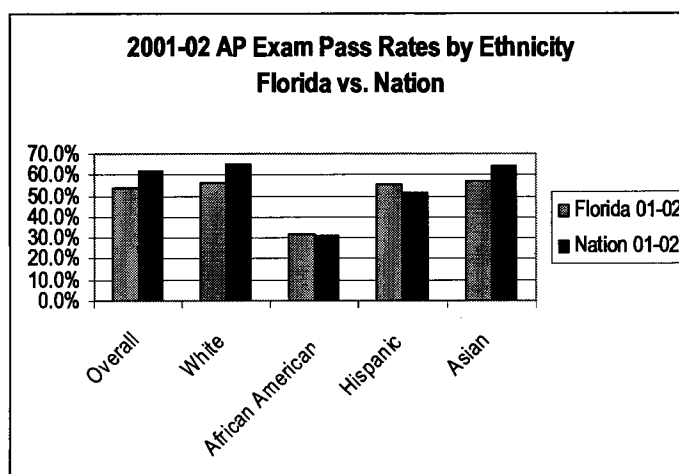


The College Board encourages students with disabilities to participate in the AP program by offering a wide range of accommodations for eligible students during testing. During the 2001-02 academic year, 498 public high school students with documented disabilities enrolled in a total of 557 AP courses. These students represented 44 school districts, and accounted for less than .008 percent of the total AP participants.



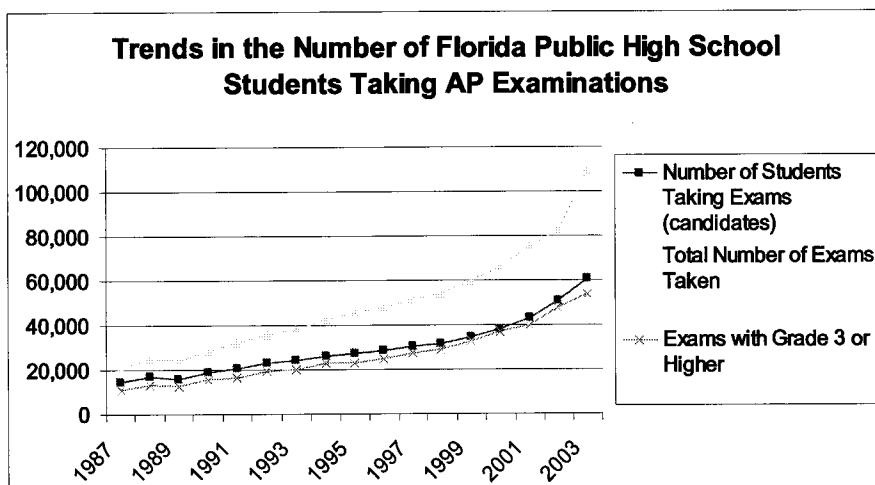
For 2002 high school graduates, students most commonly had enrolled in high school AP courses in the following subject areas: social science (27% of courses); English (24%); science (15%); and math (14%). The remaining enrollments were comprised of electives, foreign language and performing and fine arts courses.

For an Advanced Placement course to truly be considered an acceleration mechanism, students must earn college credit by scoring at or above a level 3 on the corresponding AP exam. At the close of the 2001-02 academic year, 56,272 public school students statewide had taken at least one AP course. At the close of the 2001-02 academic year, 56,272 public school students statewide had enrolled in a total of 97,933 AP courses. Ninety-one percent (88,930) of the enrollments resulted in students taking the



corresponding AP exam. Of those 88,930 exams taken, 47,821 (53.8%) were scored at level 3 or above, allowing students to earn college credit at many institutions.

White students scored at level 3 or above at a rate of 55.9 percent; African American students at a rate of 31.6 percent; Hispanic students at a rate of 55.7 percent; and Asian students at a rate of 56.7 percent. Students in all other groups combined (including no response) scored at level 3 or above at a rate of 49.6 percent. Fifty-nine percent of AP test-takers were female.



The number of Florida public school students who take AP exams has increased significantly over time. Although the number of Florida high school graduates increased by only 3 percent in 2003, the number of AP test takers increased by 19 percent. Nationwide, the number of AP test takers increased by only 10 percent.

Success Story: Advanced Placement 2003

- Florida led all states in the percentage increase in the number of AP Exams taken - - 22%
- Florida had the second greatest increase in the number of AP Exam-takers.
- Florida had the third greatest increase in the U.S. in the number of 3-5 grades received.

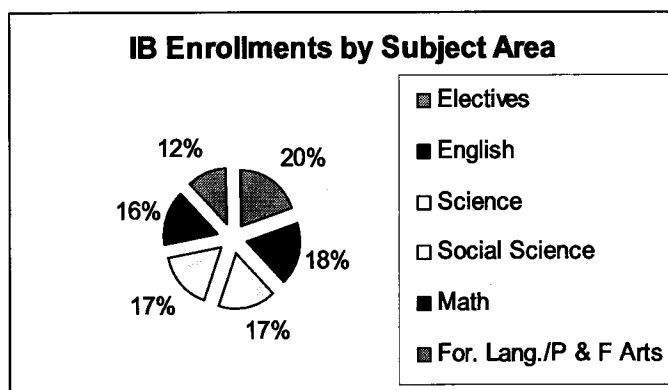
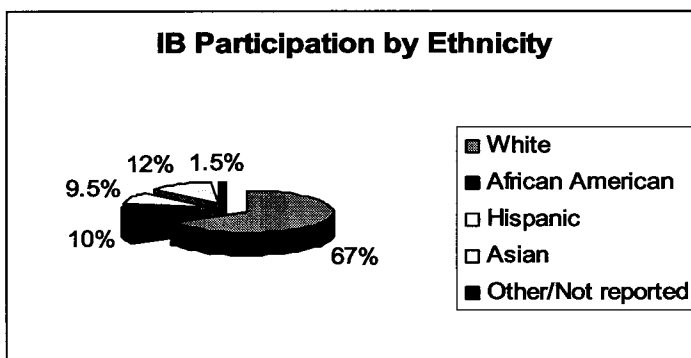


International Baccalaureate (IB) Participation

The International Baccalaureate (IB) Diploma program is a rigorous pre-university course of study, leading to internationally standardized examinations and the awarding of an IB certificate or diploma. The program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill the requirements of many different nations' education systems. Many school districts that offer IB courses offer Pre-IB to 9th and 10th graders in preparation for the rigor of IB courses and exams.

In 2001-02, 30 of Florida's 67 school districts offered IB and Pre-IB programs to their public high school students. The range of course offerings in participating districts was wide, with some districts offering as few as two courses district-wide and others offering as many as 42 courses at a single high school. Junior and senior participation (IB courses) in 2001-02 also varied widely around the state, with those districts that offered courses having as few as one student enrolled, to districts enrolling as many as several hundred students at a single high school. As with other acceleration mechanisms, IB participation was strongest in urban districts, particularly in areas with close proximity to a state university.

In 2001-02, 67 percent of IB and Pre-IB participants in Florida were white, 10 percent were African American, 9.5 percent were Hispanic, 12 percent were Asian, and less than 2 percent made up all other ethnic groups. Of the 30 school districts with IB programs in 2001-02, 22 districts enrolled a total of 60 students with documented disabilities in a combined 96 IB and Pre-IB courses. This accounted for only .006 percent of the total IB participants.



For 2002 high school graduates, students most commonly had enrolled in IB courses in the following subject areas: electives (20%); English (18%); Science (17%); social sciences (17%); and math (16%). The remaining enrollments were comprised of foreign language and performing and fine arts.

For an International Baccalaureate course to truly be considered an acceleration mechanism, students must earn the opportunity for college credit by

scoring at or above a level 4 on the corresponding IB exam. Of the 10 high schools in the United States taking the greatest number of IB exams in 2002, 8 of the schools (80%) were in Florida. Even more impressive, of the 20 schools in the world taking the greatest number of IB exams in 2002, 8 of the schools (40%) were in Florida. During the 2001-02 academic year, there were a total of 26,399 enrollments in IB courses in Florida public schools. A total of 15,538 exams were taken, which was 23 percent of all IB exams administered in the United States that year. An outstanding 86 percent of the exams were scored at a level 4 or above, allowing students to earn college credit at many institutions.

Success Story: International Baccalaureate 2003

- Florida was 2nd in the nation in the number of schools participating in IB.
- Florida was 1st in the nation in the number of students who took IB Exams.
- Florida was 1st in the nation in the number of exams taken.
- Florida was 1st in the nation in the number of IB diplomas awarded.



AICE Participation

The Advanced International Certificate of Education (AICE) Diploma program is an international pre-university curriculum and examination system, which emphasizes the value of broad and balanced study for academically able students. Its strengths lie in the flexibility and structure of the curriculum encouraging in-depth, working knowledge of each subject, and in essay-based examinations as assessment of that knowledge. The courses are the equivalent to those offered at US university freshmen level or beyond. AICE is administered and assessed by the University of Cambridge International Examinations (CIE), a non-profit department of the University of Cambridge in the U.K.

Within AICE, there are over 40 subjects from three curriculum areas: Mathematics and Sciences; Languages; and Arts and Humanities. Most subjects may be studied at either the Advanced (A) Level, which has been offered worldwide for over 50 years, or at the Advanced Subsidiary (AS) Level. A-Level examinations generally require two years of study in a subject while AS level examinations cover the first year of the two-year A-Level syllabi.

The AICE program was piloted in three Florida school districts for a four-year period and was subsequently approved as of July 1, 2002 for use in any Florida school district looking for an inexpensive, flexible advanced academic program for grades 11 and 12. Schools wishing to offer these and other CIE assessments must register with CIE as Examination Centers.

Because the AICE program had not yet been approved statewide, there were only two schools in Florida with students taking AS or A-Level examinations in 2001. Of the 320 AS or A-Level examinations taken, 186 (58%) received a passing score. Since funding for the AICE program became available to all Florida school districts in 2002, the number of Florida schools registered as Cambridge Centers has tripled. It is anticipated this number will double again in the coming year.

CLEP Participation

The College-Level Examination Program (CLEP) provides students of any age with the opportunity to demonstrate college-level achievement through a program of exams in undergraduate college courses. Students are eligible to earn college credit, but not high school credit, for achieving a passing score on specific CLEP examinations. The ACC has determined the equivalent postsecondary course (if any) and the minimum amount of credit that must be awarded for passing scores on each examination.

Since CLEP does not have an associated high school curriculum and students cannot currently earn high school credit simultaneously with college credit, the participation in the CLEP

program will be discussed in further detail later in the report in the section related specifically to credit by examination.

Student Outcomes

Student Success Upon Completion of Various Acceleration Mechanisms

Several research studies have been conducted in Florida evaluating student success and performance as it relates to enrollment in various acceleration mechanisms. In 1999, the State University System presented a study at a forum of the Association for Institutional Research entitled *Students on the Fast Track: Evaluating Acceleration Mechanisms* (Goodman & Howat, 1999). This study compared the academic performance of students (1996 FTIC cohort) in the state university system after earning various types of accelerated credit.

Acceleration mechanisms were broken down in the following categories: AP; IB; CLEP; CC Dual Enrollment; Departmental Exams; and other university determined methods. The predominant methods of acceleration were community college dual enrollment and Advanced Placement. The data indicated that for every type of accelerated mechanism except community college dual enrollment, the average credit earned for males exceeded that of females. While females were more likely than males to have some accelerated credit, males who earned credit had higher average amounts in almost all acceleration mechanisms. Males were more likely to have received IB credit and females were more likely to receive dual enrollment credit.

The study found that students who earned accelerated credit prior to enrolling in college performed better (i.e. achieved a higher SUS GPA) than students who did not earn accelerated credit. This can be partially attributed to the fact that the mean SAT scores and high school GPAs for accelerated students were higher than those who did not earn accelerated credit. However, retention rates for students with accelerated credit were also higher than for those without credit. Students with a mixture of accelerated credit, including dual enrollment, had the highest retention rate (84.5%). This compares favorably with the overall FTIC retention rate of 70.3 percent. Students who earned credit via CLEP (71.4%) or departmental exams (72.8%) had the lowest retention rates of those earning accelerated credit.

Findings indicated that, of the 7,800 students who earned accelerated postsecondary credit, only 7 students were reported by the universities as requiring remediation in the area in which they received credit. Some students (376 duplicated headcount) did repeat courses for which they had earned accelerated credit. Most of the students who repeated courses had previously earned credit in AP (212) and IB (111) courses. It is unknown whether students chose to repeat the course or if they were required to do so by the university.

Dual Enrollment

A joint study, conducted by the Florida Community College System (FCCS) and the State University System (SUS) in 2001, tracked dual enrollment students through the next course in the sequence to assess their success in subsequent coursework at the postsecondary level. The report, entitled *Dual Enrollment as an Acceleration Mechanism: Are students prepared for subsequent courses?* (Perkins & Windham 2002), indicates that dual enrollment students succeed in next level (subsequent) courses at or above the level of non-dual enrollment students. In comparison with other state university students, dual enrollment students were statistically more successful in the "subsequent course." Only 3.31 percent of dual enrollment students

repeated a dual enrollment course at a state university. It is not known whether these students chose to repeat the course or were required by the state university to do so.

SAT Scores and Student Success in Various Acceleration Mechanisms

Research conducted by the Division of Community Colleges (Fast Facts, February 2001) shows that SAT scores are correlated with successful completion of various acceleration mechanisms:

SAT Scores -

1300 or Above - Likely to be successful in either AP, IB, or DE

1150 to 1300 - More likely to succeed in DE than in AP or IB

Below 1150 - Unlikely to succeed in AP or IB – DE most suitable option

These findings indicate that each student should consider all available acceleration options. It is important that students, parents, and guidance counselors understand the different requirements for earning college credit via acceleration mechanisms and be aware of how well they perform on nationally standardized tests. All of these options provide thousands of high school students the opportunity to accelerate their college careers and to enrich their high school course offerings. Access to complete information will allow each student to make the appropriate choice.

6. Advising Practices

FACTS.org – Florida Academic Counseling and Tracking for Students

FACTS.org is Florida's central web resource for postsecondary education advising. The 1995 legislature mandated the establishment of "a single, statewide computer-assisted student advising system, which must be an integral part of the process of advising, registering, and certifying students for graduation" (Section 1007.28, Florida Statutes). The system was developed with input from representatives of the community college and state university systems. Practitioners, as well as students, were consulted in order to gain perspective on how the different system functions could work to best serve its users.

Currently, FACTS.org is available to assist users in determining their career objectives, choosing the major and institution that are best suited for them, applying for admission and financial aid online, and tracking their progress toward a degree or certificate. They can also plan their courses and access their grades and transcripts online.

Advising Manuals

FACTS.org is the official repository for several manuals and documents related to student advising and articulation. The following list represents the advising manuals available online:

- **Counseling for Future Education Handbook** - The *Counseling for Future Education Handbook* is updated annually for the purpose of providing school counselors with a comprehensive reference to postsecondary education in Florida. In addition to information on how to access one of Florida's postsecondary institutions, the Handbook also serves as a resource on support services for minority and low-income students, counseling for students with disabilities, college credit programs for high school students, and financial aid.

- **Common Prerequisite Manual** – Common prerequisites are required components of the degree programs within the State University System. The *Common Prerequisites Manual* is the centralized compilation of these program prerequisites. Updated annually, the manual provides students and advisors with current information regarding the courses that are required for admission to an upper division program. All Florida public institutions must accept the common prerequisites.
- **Statewide Articulation Manual** – The *Statewide Articulation Manual* identifies the current agreements for articulation from an associate in science to a baccalaureate degree. Included are the Career Ladder agreements and the Interdisciplinary Capstone agreements. The manual also includes information on articulation from an Applied Technology Diploma to an Associate in Science degree.
- **Independent Colleges and Universities of Florida Agreement** – Florida's community colleges have an articulation agreement with the Independent Colleges and Universities of Florida (ICUF). The agreement establishes the provisions for the transfer of Associate in Arts degree students into private colleges and universities. It guarantees that community college Associate in Arts degree students will enter as juniors, receive at least 60 credit hours toward their bachelor's degree, and receive recognition for the general education core taken at the community college.
- **ACC Credit-by-Exam Guidelines** – State Board of Education Rule 6A-10.024 directs the Articulation Coordinating Committee to maintain a list of examinations, minimum scores for guaranteed transfer, and recommended course equivalents for all credits earned by examination. These guidelines include the College Board College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), Excelsior College Examinations, Defense Activity of Non-Traditional Education Support (DANTES), and Advanced International Certificate of Education (AICE).
- **Dual Enrollment Information** – The State Board of Education approves dual enrollment courses that meet high school subject area graduation requirements. In addition, the Board also approves dual enrollment courses eligible for accelerated high school credit. A current listing of the approved dual enrollment courses and credit is maintained on the FACTS.org website.

High School Planning

FACTS.org is driven by a single mission to help students make more informed decisions. As such, several tools have been developed for high school students to increase graduation rates and preparedness for postsecondary education.

- **Earning College Credit in High School** – This menu item provides information on accelerated options such as Advanced Placement (AP), Dual Enrollment, Tech Prep, the College-Level Examination Program (CLEP), the International Baccalaureate (IB) Diploma Program, and the Advanced International Certificate of Education (AICE) Program. The information is adapted from the Counseling for Future Education Handbook on an annual basis or as policy changes affect content. The dual enrollment section includes hotlinks to a list of dual enrollment courses that receive one full high school credit, as well as a complete list of dual enrollment courses and high school equivalencies.

- **High School Academic Evaluations (HSAEs)** – Florida is the first state to provide high school students and parents with direct access to transcript information. With this information, high school students can access their actual academic coursework and grades to compare it with requirements for Bright Futures Scholarships as well as state university admissions.

The evaluations are designed to show students their progress. For example, an evaluation may show that four English classes are required and the student has taken two. This tells the student they are missing requirements. At the same time, students are able to use the Comprehensive Course Table to determine which courses will meet the requirements, including dual enrollment courses.

In November 2003, the HSAEs will include 3 new evaluations that compare a student's coursework to the requirements for the 18-credit college prep, 18-credit career prep, and the 24-credit standard high school diploma options. Again, students will be able to access the Comprehensive Course Table to determine which courses will meet the requirements, including dual enrollment courses.

- **High School Planner** – In Spring 2004, FACTS.org will add a comprehensive planner so students may pick courses from a drop-down box and click/drag them into their high school planner. The list of courses will include dual enrollment courses as well.

Postsecondary Planning

Currently enrolled students attending state institutions can also access their transcripts and grades directly. With transcript information available, FACTS.org provides college advising degree audits that compare the student's completed academic coursework and grades to degree requirements. This provides students with information on which courses are needed to complete a particular degree at either their current institution or a different one. This is especially useful for transfer students as they prepare to articulate from a community college to a university. FACTS.org provides five degree audits:

- Institutional Degree Audit
- Degree Shopping
- Remote Degree Shopping
- Degree Planning
- 2+2 Transfer Evaluation (Coming Soon)

Knowing exactly what courses are required and comparing them to what courses students have completed is likely to reduce excess hours and facilitate a seamless transition between institutions. FACTS.org also provides information on Florida's 2+2 transfer policies. In 2004, automated transient admissions applications for currently enrolled college students registering for courses at another institution on a temporary basis will be added to the system.

Students with Disabilities

Currently, students with disabilities are advised of the availability of acceleration mechanism options as inclusive members of the overall student body. No special techniques or methods are used to inform or recruit students with disabilities for participation in acceleration mechanisms. Students with disabilities may choose selected acceleration options whether they have chosen a

Special Diploma or a Standard Diploma option for high school graduation. The method of acceleration most frequently chosen by students with disabilities is dual enrollment. Students participate in both academic and vocational dual enrollment.

Some students with disabilities require accommodations in order to participate in the acceleration mechanism options. Reasonable accommodations are provided by the local school districts or the participating postsecondary institution. The funding for accommodations and services necessary for students with disabilities to participate in acceleration methods is provided by the school districts or the participating postsecondary institutions. The costs of accommodations and the assistive technology provided as accommodations are negotiated between the school districts and the participating postsecondary institution.

Recommendations to increase and enhance the use of acceleration mechanism options by students with disabilities should consider the following:

- Developing guidelines for academic advisement which include:
 1. Methods of informing and encouraging eligible students with disabilities to participate in acceleration mechanism options.
 2. Information to the student on potential differences in requirements for documentation of disability by the participating postsecondary institution.
- Expanding the curriculum of life skills management classes at the middle and high schools to include a module that teaches students with disabilities to self-advocate regarding their needs.
- Ensuring that parents of students with disabilities are informed of acceleration mechanisms as are parents of non-disabled students. Provide a sample letter to districts so that uniform information is provided to parents across the state.
- Ensuring that all guidance counselors have access to paperless communication and receive updated and current advisement information relative to acceleration mechanism options.
- Including discussion of acceleration mechanisms by the team on the Individualized Education Plan (IEP) checklist.
- Including pictures of students with disabilities on brochures, handbooks and other printed ads to inform parents about acceleration mechanism options.
- Reviewing existing rules and policies to clarify agency responsibility for funding the costs of accommodations. Clarify cost-sharing in local interagency agreements.
- Authorizing funding and management strategies which are flexible and supportive of access and availability of acceleration mechanism options by students with disabilities.
- Increasing availability and access to technology by ensuring that computer software, web pages and electronic information is usable by students with disabilities (i.e. all videotapes to carry captions and all web pages to provide text alternatives that can be read by speech and Braille outlet systems).
- Developing policies and procedures that allow transfer of technology with the student from K-12 to postsecondary.
- Developing strategies to complement the provisions of 30A.

Current District/School-Level Advising Practices

As part of the online survey conducted with school districts, each district was asked if it had a high school with exemplary advising practices, and if so, to provide contact information for follow-up with that school. Of those districts responding to the survey, eleven provided contact

information for a high school with exemplary advising practices. Each of the eleven schools was contacted by telephone, and eight schools were able to participate in a telephone interview related to advising. The participating schools were: West Shore Jr./Sr. High in Brevard; Coral Springs High in Broward; Riverview High in Hillsborough; Tavares High in Lake; Martin County High in Martin; Boone High in Orange; Gulf Breeze High in Santa Rosa; and Bartram Trails High in St. Johns.

Communication and Training for Guidance Counselors

Guidance counselors in each of the eight schools emphasized the use of the paperless communication system for keeping current with policy changes and technical assistance from the Department of Education. Several schools said they often had information before their districts disseminated it, because they received it directly from the state. Guidance chairs said they printed key correspondences, placed copies in each counselor's mailbox, and discussed the information at the weekly guidance staff meeting. All eight schools also reported that district meetings for guidance supervisors were extremely useful, particularly for discussing new information. Each school felt adequately informed on most issues, and said excellent communication within the school and beyond was one of the keys to success.

Most of the schools rely heavily on outside agencies for training opportunities for guidance counselors. Counselors regularly attend workshops sponsored by the College Board, ACT, local community colleges, SUS, mental health agencies, etc. Staffing constraints prohibit attendance by all counselors, and most of the schools rotate participation in workshops, having the attending counselor report the information at a staff meeting. Several schools said they weigh how a workshop will improve academic and test performance before they make the decision to participate. Each school said there is also in-service training available from the district, as well as the ability to attend a limited number of conferences each year. Most felt the availability of training was adequate, but said time constraints often made it impossible to take advantage of the opportunities.

Communication with Parents and Students

Each of the eight schools reported at least three methods of communicating information about acceleration mechanisms with parents and students. These methods include the following:

- All of the schools publish a curriculum guide/bulletin annually. This document discusses all curricular options at the school. Every student receives this document and is encouraged to take it home for parents to review.
- Guidance counselors present information on acceleration options in English classes. The presentations include handouts that students can share with their parents.
- Academic departments within the school advertise acceleration options in honors classes.
- Many of the schools have a periodic newsletter that is mailed directly to students' homes. These newsletters regularly contain information on acceleration options, the process for participating, and important deadlines.
- Each school reported holding large-group parent meetings, which include extensive information about acceleration options. The time of year, and grade-level to which the meetings are directed, varied from school to school. Most schools had small-group break out sessions as well, so parents could ask questions about specific programs.
- A number of the schools hold formal parent conferences, where parents and students receive individual advising about the options that would be most appropriate.

- Several schools reported that the community college mails all eligible students (3.0 GPA) information about dual enrollment, including the course offerings, program application, and procedures for participating.
- Most schools post information about acceleration options on their school Website.

Advising for Students with Disabilities

Most of the schools participating in the interviews reported have a full-time specialist, counselor, or team leader that worked specifically with advising students with disabilities. They all suggested that disabilities did not stand in the way of enrolling students in the appropriate courses. Advising is based on academic performance, and accommodations are made, as needed, if students meet program prerequisites. Most schools said that relatively few students with disabilities participate in acceleration mechanisms. The most common accelerated placement is dual enrollment at a career and technical center.

Innovative Ideas and Practices

Schools participating in the interviews each suggested a best practice that was particularly successful in the advising process. These practices include the following:

- Community college advisors meet with students on the high school campus for dual enrollment advising.
- An advising office is set up adjacent to the cafeteria to handle general guidance functions (transcripts, grades, scholarship applications, FAFSA questions, etc.) without an appointment during the lunch hours. This frees up the remainder of the guidance staff to meet with students for individualized academic counseling/advising.
- A computer program was developed to provide early identification for counselors of students at risk for failing any class. Intervention can then take place before it's too late for the student to catch up.
- Counselors hold large-group information sessions to disseminate general information so there is more time for personalized service in individual advising sessions.
- The guidance department conducts an annual needs assessment with faculty, students, and parents. An annual plan is created from that assessment, and all guidance activities and dates are published on the school calendar at the beginning of the school year.
- One counselor is devoted strictly to "services." Other counselors can then spend more time on academic advising/counseling.
- Counselors go into all 10th grade classrooms and encourage ALL students to take the PSAT. Results are used in academic advising.

7. Grading Practices

Purpose of Weighting Courses in Calculation of Grade Point Averages (GPA)

In order to ensure adequate academic preparation for postsecondary education, students are encouraged to take the most rigorous courses available to them during high school. Recommended courses for capable students include International Baccalaureate (IB), Advanced Placement (AP), Advanced International Certificate in Education (AICE), dual enrollment, and high school honors courses. These types of courses are expected to be more rigorous and challenging to students than other high school courses. In addition, all of these courses, excluding high school honors courses, provide students with an opportunity to earn postsecondary credit while still in high school.

Additional GPA weighting for these courses provides an academic incentive for students to enroll in and succeed in advanced courses. Since there is an increased academic challenge associated with advanced courses, the GPA weighting given to these courses encourages students to enroll in difficult courses rather than to simply enroll in easy courses in which they may be able get better grades. Given that admission to postsecondary institutions has become more selective and competitive over the last several years, this boost to the GPA associated with taking more difficult courses is beneficial to students.

Purpose of GPA Calculation	State Policy	Local Policy
State Graduation Requirements	✓	
Talented 20		✓
Valedictorian/Salutatorian		✓
Bright Futures Initial Eligibility	✓	
State University Admissions		✓

High School GPA Weighting Practices

State GPA for High School Graduation

4-Year/24 Credit Option

A student who selects the four-year graduation program must achieve a cumulative GPA of 2.0 on a 4.0 scale or its equivalent in the courses required for graduation as identified in Section 1003.43(1), Florida Statutes (General requirements for high school graduation.). Section 1003.43(5)(e), Florida Statutes, requires that any course grade not replaced according to the district school board forgiveness policy be included in the calculation of the cumulative GPA required for graduation via the four-year graduation program. This includes all course grades earned by a student and all courses, even if “forgiven,” must be listed on the student’s high school transcript.

3-Year/18 Credit Option

Section 1003.429(5)(b), Florida Statutes, relating to accelerated high school graduation options, requires that students must achieve a cumulative GPA of 2.0 on a 4.0 scale or its equivalent only in the courses required for high school graduation (18 credits). Any additional courses taken beyond the 18 required credits are not calculated in the GPA. This policy is inconsistent with the 4 year/24 credit option which considers ALL courses taken in the calculation of GPA.

School District GPA Calculation Policies

In addition to the state GPA that is calculated to determine if a student meets high school graduation requirements, school districts calculate a number of different grade point averages (GPAs) for various reasons, including Talented 20 calculation and determination of valedictorian/salutatorian. Not only are GPAs calculated for different purposes within a district, but there are also variations between districts with regard to their policies for calculating GPAs.

Seventy-four percent of the districts that responded to the ACC survey indicated that they use a weighted GPA to determine Valedictorian/Salutatorian, while 13 percent use an un-weighted GPA (remaining 13% = a combination). For purposes of calculating Talented 20, 72 percent of responding districted reported using weighted GPA, while 21 percent reported using un-weighted GPA (remaining 7% = a combination). Although the majority of districts do not exclude any courses from GPA calculation, some districts reported that some dual enrollment courses and other courses that do not apply toward high school graduation requirements are not included in GPA calculation when determining class rank.

Weighting of Accelerated/Advanced Courses

Section 1007.271(16), Florida Statutes, specifies that “*school districts and community colleges must weigh college-level dual enrollment course the same as honors course and advanced placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.*” This language was intended to protect dual enrollment students from discriminatory practices by school districts in the calculation of GPA. However, the language is unclear because many districts do not weigh AP and high school honors courses the same. Therefore, the language stating that dual enrollment courses must be weighed the same as honors and AP courses is problematic. Common practice has been to interpret that language to mean honors or AP.

A survey of school districts found that, for the purposes of GPA calculation, accelerated courses (Dual Enrollment, AP, IB, AICE) and high school honors courses receive varying weights across districts. The table below indicates the frequency of various GPA calculation policies as reported by districts:

Type of Advanced Course	> 1.0 Q-Point	1.0 Q-point	0.5 Q-points	< 0.5 Q-Points	No Additional Weighting	% of responding districts who offer course type in at least 1 high school
Academic Dual Enrollment	9%	63%	11%	11%	6%	98%
Vocational Dual Enrollment	2.5%	25%	2.5%	2.5%	67.5%	85%
Advanced Placement (AP)	16%	55%	11%	13%	5%	81%
International Baccalaureate (IB)	9.5%	71%	10%	9.5%	0%	45%
AICE	0%	75%	0%	0%	25%	8.5%
Honors	3%	58%	13%	7%	9%	96%

* Some districts (approximately 30%) also provide some additional weighting for certain Level 3 courses.

State University GPA Weighting Practices

State universities calculate high school GPA during the admissions process. Common practice among state universities (9 of 11) has been to provide AP, IB, AICE, and high school honors courses with 1 additional quality-point in the calculation of GPA. Dual enrollment courses did not receive any additional weighting. The remaining two state universities (University of Florida and New College of Florida) provided AP, IB, and AICE courses with 1 additional

quality-point and assigned .5 additional quality-points to both high school honors and dual enrollment courses.

At the July 23, 2003 meeting of the state university admissions directors and registrars, the group recommended a new statewide policy on GPA calculation for purposes of state university admissions. This recommendation does not require statutory change. This change will constitute the first time that all 11 state universities will follow the same policy for calculating GPAs and will reduce students' confusion about how their GPA will be calculated for purposes of state university admissions. The recommended new policy is as follows:

For academic courses only (with a grade of C or better) –

- AP, IB, and AICE courses = 1 additional quality-point
- Dual enrollment courses and high school honors courses = .5 additional quality-points

Bright Futures GPA Weighting Practices

For the purposes of determining Bright Futures initial eligibility, the GPA calculated by the Florida Bright Futures Scholarship Program evaluation system is based on the weighting of certain courses. Section 1009.531(3), Florida Statutes, addresses which courses must be weighted in determining GPA for initial Bright Futures eligibility. The following courses are weighted .25 per semester course and .50 per year course:

- Courses identified in the Course Code Directory as Advanced Placement, Pre-International Baccalaureate, International Baccalaureate, or Honors;
- Courses designated as academic dual enrollment courses in the Statewide Course Numbering System; and
- State university approved courses identified in the Course Code Directory as Level 3 in the subject areas of mathematics, language arts, science, and social studies. These are listed in the Counseling for Future Education Handbook (Note: All level 3 courses are not weighted).

This policy differs from the GPA calculation utilized by state university admissions officers. However, the policy is consistently applied for all students.

8. General Education/College Graduation Requirements

The state's 36-hour general education program is designed to introduce college and university students to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines. Each institution established its own general education requirements. General education requirements include courses within the subject areas of communications, mathematics, humanities, social sciences, and natural sciences. The statewide general education agreement stipulates that public universities and participating ICUF institutions cannot require students to take additional general education courses if they already have successfully completed a general education sequence at a community college. However, if a student does not complete the general education core prior to transfer, the general education requirement becomes the responsibility of the new institution.

Common prerequisites are lower-division courses that students must successfully complete for a specific bachelor's degree. Section 1007.25 requires the Department of Education to identify common prerequisite courses and course substitutions for degree programs across all

institutions. The identified prerequisites and substitutions are contained in the *Common Prerequisites Manual*. Common prerequisites listed in the manual must be accepted by all state universities and applied toward the degree. The ACC approves common prerequisites.

Community College Dual Enrollment

In 2001-02, high school students enrolled in 1,901 different dual enrollment courses with their local community colleges. Of those 1,901 courses, there were just 120 courses that had 100 or more enrollments statewide. Enrollment in these 120 courses accounted for 68,985 (70%) of the 98,045 dual enrollments that year. Narrowed still further, 50% of all dual enrollments were in just 25 courses. All but one of those 25 courses met a postsecondary general education requirement. Sixty percent of the top 25 courses met a general education requirement at 23 or more of the 39 public colleges and universities. Fifty-six percent of the top 25 courses also met a common prerequisite requirement.

State University Dual Enrollment

Two hundred ninety-eight (47.3%) of the 630 state university dual enrollment courses met general education requirements for at least one public institution in Florida and 41 (6.5%) of the courses met general education requirements for at least half of the public colleges and universities in the state. One hundred twenty-three (19.5%) of the courses met a common prerequisite requirement. Fifty percent of enrollment was in 30 courses. Of the 30 courses with the highest enrollments, 20 (66.7%) of the courses met general education requirements at a minimum of one public institution, and 14 (46.7%) of the courses met general education requirements for at least half the public institutions in Florida. Thirteen (43.3%) of the 30 courses with the highest enrollments met a common prerequisite requirement.

SUS Graduates and Accelerated Credits Counted Toward Graduation

An important aspect of acceleration mechanisms is the ability to count credits earned toward college graduation requirements. Though the Statewide Common Course Numbering System facilitates the transfer of credits, ensuring that credit will be granted, there are no guarantees that the credits will be counted toward graduation requirements. The institution attended (Courses meeting general education requirements vary from institution to institution) and the choice of major, both impact the usefulness of credits earned through acceleration mechanisms.

State University System graduates for the year 2002 were awarded a total of 92,118 credits for their combined 32,655 enrollments in acceleration mechanisms. These acceleration mechanisms included IB, AP, dual enrollment, departmental exams, CLEP, and Nursing Mobility Exams. The most widely earned credits were those earned through dual enrollment, with 2002 SUS graduates earning 41,075 credits through this mechanism. AP also earned students a significant number of credits, with graduates earning 38,447 credits through this mechanism. Dual enrollment and AP credits accounted for 79,522 or 86 percent of all accelerated credits earned by 2002 SUS graduates. IB earned students 7,730 credits; departmental exams earned students 2,245 credits; CLEP earned students 2,569 credits; and Nursing Mobility exams earned students 53 credits.

Of the 92,118 credits earned through acceleration mechanisms, 78,301 credits (85%) counted toward the students' college graduation requirements. Nursing Mobility Exam credits counted toward graduation requirements 100 percent of the time; departmental exams – 98 percent of

the time; IB - 87.5 percent of the time; dual enrollment - 87.4 percent of the time; AP - 82.6 percent of the time; and CLEP - 62.9 percent of the time.

The 92,118 credits that 2002 SUS graduates earned through acceleration mechanisms were awarded for 1,509 different courses. The vast majority of the credits (56,328 credits or 61%), however, were earned in just 30 courses. These 30 courses were in the following areas: Social Science (32.5%); English (27.5%); Math (19.2%); Foreign Language (11%); and Natural Science (9.8%). Eighty-five percent of the credits earned in these top 30 courses were earned through dual enrollment and AP. Ninety percent of the top 30 courses met a general education requirement for 1 or more institutions, and 63 percent met general education requirements for at least half the public institutions in Florida. Fifty-seven percent of the top 30 courses also met a common prerequisite requirement.

The data indicates that most students are taking and earning credit in accelerated courses that apply toward their graduation. This enables students to accelerate through their postsecondary education by getting a head start on meeting graduation requirements. However, credit earned through CLEP examinations applies toward graduation at a significantly lower rate than credit earned through other acceleration mechanisms.

9. Class Size Reduction

In November 2002, Section 1 of Article IX of the State Constitution was amended by the voters of Florida. The amendment required that, by the beginning of the 2010-2011 school year, the number of students in core-curricula courses assigned to a teacher in each of the following three grade groupings will be *no more than*: (1) 18 students in Pre-Kindergarten through grade 3; (2) 22 students in grades 4 through 8; and (3) 25 students in grades 9 through 12. Beginning with the 2003-2004 fiscal year, the Legislature is required to provide sufficient funds to reduce the average number of students in each classroom by at least two-students-per-year until the number of students per classroom does not exceed the maximum. Payment of the costs associated with reducing class size to meet these requirements is the responsibility of the state and not of local school districts.

In 2003, the Legislature enacted SB-30A to assist in the implementation of the class size amendment. The bill specified that, if a district's class size does not meet the required maximum, the district must reduce to the constitutional maximum in each of the three grade groupings or the average number of students in each of the three grade groupings by at least two-students-per-year as follows:

- 2003-2004, 2004-2005 and 2005-2006 at the district level
- 2006-2007 and 2007-2008 at the school level
- 2008-2009 at the classroom level

District flexibility is a key principle outlined in Senate Bill 30-A. The "Toolbox" for implementation provides a wide range of options to assist all districts with meeting the class size reduction requirement. Two of these options are specifically related to this study, including: 1) Adopting policies to encourage qualified students to take dual enrollment courses at community colleges; and 2) Adopting policies to encourage students to enroll in courses from the Florida Virtual School.

House Bill 1739 required an examination of the extent to which "secondary instruction associated with acceleration mechanism options could be offered at sites other than public K

through 12 school sites to assist in meeting class size reduction needs.” These needs may be addressed by a variety of “non-traditional” ways in which high school students can earn credit towards high school graduation, including dual enrollment on community college campuses, increased participation in the Florida Virtual School, and the possible establishment of a statewide dual enrollment articulation agreement with the Distance Learning Consortium/Virtual Campus.

Dual Enrollment on Community College Campuses

Approximately 56.5 percent of dual enrollment courses taught in 2002-03 were taught on community college campuses, with the remaining 43.5 percent taught at the high schools. Since dual enrollment instructors must meet the faculty qualifications for an adjunct instructor at the community college (master’s degree and 18 graduate hours in the subject area to be taught), the majority of instructors for dual enrollment courses are community college faculty. In approximately one half of the dual enrollment courses that are taught on a high school campus, the community college pays the salary of the instructor.

Increasing the number of dual enrollment students who travel to the community college campus may have some impact on class size reduction at the high schools, but there are other variables that must also be considered, including:

- Community colleges have been unable to meet current enrollment demands and may not have the capacity to add additional sections for dual enrollment students;
- Seat time (hours in the classroom) for dual enrollment courses taught on a college campus is less than for those courses taught at a high school, which may impact school district (FEFP) funding. (This issue will be discussed in more detail in the funding section.);
- Many high school students will need transportation to the community college campus.

Florida Virtual School

The Florida Virtual School (FLVS) provides online learning opportunities for students throughout the state of Florida, and beyond. Course offerings range from FCAT and GED prep to Honors and AP courses. Currently, the Florida Virtual School offers 75 different courses and serves grades 7 through 12. There is no cost for Florida students to enroll in the Florida Virtual School and the credits earned are transferable.

During the 2001-02 school year, 4,992 students from 64 districts took courses with the Florida Virtual School totaling 7,977 enrollments (Hamilton, Lafayette, and Liberty Counties did not have any enrollments.). Enrollments varied from district to district, with some districts having a single participant to one district with 514 students enrolled. Seventy-eight percent of participants were white; African American students accounted for 7 percent; Hispanic students 7 percent; and Asian students 4 percent. All others (including those who did not report ethnicity) combined to make up 4 percent of the participants. A significant number of students withdrew from their online courses because they were failing - - 15.6 percent of all participants withdrew-failing, with 21.9 percent of African American participants, 16.9 percent of Hispanic participants, and 7.2 percent of Asian participants withdrawing due to failure.

The Florida Virtual School provides students the opportunity for acceleration by offering online Advanced Placement courses. In 2001-02, ten different AP courses were offered through the Florida Virtual School. There were a total of 573 enrollments in the 10 AP courses. Students

most often enrolled in Social Science AP courses (54.8% of enrollments), followed by Computer Science (20.2%), English (10.8%), Natural Science (7.3%), and Math (6.8%).

For an AP course to truly provide acceleration, students must take the corresponding exam and score at level 3 or above. This score allows students to earn college credit at many institutions. Of those enrolled in the online AP courses, 44 percent actually took the corresponding exams. Of those who took the exams, 55.6 percent scored at level 3 or above. This pass rate is comparable to that of students taking their AP courses in a traditional environment. The percent of scores of 3 and above in the various subject areas were 70% for Computer Science, 68% for Math, 55% for Natural Science, 50% for English, and 46% for Social Sciences.

Success Story: Florida Virtual School

- Students in Florida schools that have limited AP course offerings can now enroll in 10 different AP courses through the Florida Virtual School.
- The percent of students scoring at a level 3 or above on AP Exams following courses taught through the Virtual School is comparable to the rate of those from a traditional classroom setting.

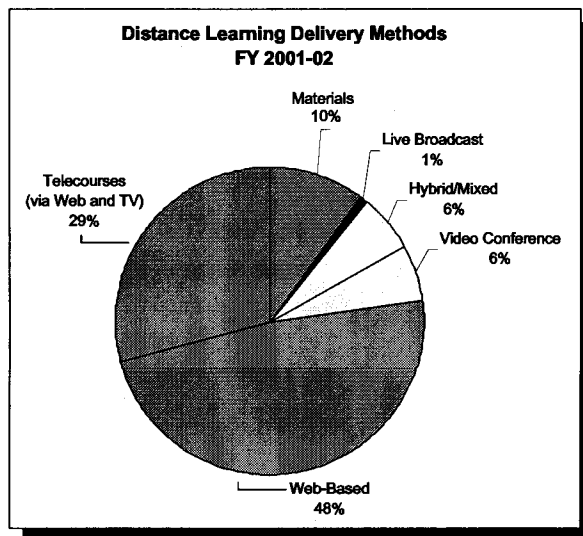


Florida Distance Learning Consortium

The Florida Community College Distance Learning Consortium (FCCDLC) and the Florida Virtual Campus (FVC) were consolidated as of July 1, 2003 to create a single entity, the Florida Distance Learning Consortium (Consortium), that is responsible for providing strong distance learning leadership for the K-20 system. As a result of statewide leadership and coordination, post-secondary distance learning enrollments have grown by 161 percent in the last six years, with Web-based courses at most institutions reaching full capacity before on-campus classes.

Technology savvy students expect to find distance learning opportunities listed in one central place, accessible via the Internet. To support this student expectation, the Consortium has created a Web site where higher education institutions can list their distance learning courses and students can easily find them. The current online catalog lists 5,706 courses for FY2002-03, and it receives more than 32,000 “hits” per week. In the last year alone, the FCCDLC has experienced a 41 percent growth in users accessing its Web site, www.distancelearn.org.

Having a single site that lists all statewide post-secondary distance learning courses offered by all institutions is convenient for the students and saves them time in locating needed instruction. In addition, the Consortium can offer an ideal mechanism to further enhance distance learning efforts by providing a one-stop site for supportive student services or by making it easy for students to access the virtual library provided by the community college’s College Center for Library Automation (CCLA) or the



university system's Florida Center for Library Automation (FCLA).

In a survey conducted by the Florida Distance Learning Consortium, several community colleges reported that they offer *dual enrollment courses* to high school students within their service area via distance learning. The extent to which distance learning courses are offered to and utilized by dual enrollment students varies throughout the state. Some community colleges allow dual enrollment students to register for any approved dual enrollment course that is offered via distance learning. Other colleges offer only specific dual enrollment courses at specific high school sites.

The reported number of students participating in distance learning dual enrollment courses is relatively small compared to the number of students who participate in dual enrollment overall. Some colleges and high schools do not encourage dual enrollment students to take courses online and limit participation to students who are in need of alternative scheduling. It does not appear that the potential to serve dual enrollment students in distance learning courses has been fully explored. Currently, a majority (if not all) of the courses on the approved state dual enrollment course list are offered by at least one community college or state university in a distance learning format.

Distance Learning Opportunities at Community Colleges

Community colleges in Florida offer just over 1,100 *credit* courses through distance learning. Many of these courses provide excellent opportunity for high school students with accessibility issues (such as transportation, proximity to a community college, or unusual schedules) to enroll as dual enrollment students. Two hundred fifty-three of the distance learning courses offered meet a general education requirement at one or more public institution in Florida, and 50 of the courses meet general education requirements for at least half of the public colleges and universities in the state. Eighty-five of the courses meet a common prerequisite requirement.

Distance Learning Opportunities at State Universities

Much like the community colleges, the state universities offer a wide variety of credit courses through distance learning. They also offer 1,100 courses that could help close the accessibility gap by allowing a student to enroll in courses that might otherwise be unavailable in his district. One hundred eighty-nine of the distance learning courses offered meet a general education requirement at one or more public institution in Florida, and 27 of the courses meet general education requirements for at least half of the public colleges and universities in the state. Sixty-six of the courses meet a common prerequisite requirement. See chart below.

*Applicability of Distance Learning Courses to
General Education and Common Prerequisite Requirements*

Institution offering DL course	# of courses meeting gen. ed. requirements at 1 or more public institutions	# of courses meeting gen. ed. requirements for at least 1/2 of public institutions	# of courses that meet a common prerequisite requirement	Total # of Distance Learning Courses
Community College	253	50	85	1,101
State University	189	27	66	1,099

10. Funding for Acceleration Mechanisms

FEFP Funding for Acceleration Mechanisms

School districts receive full FTE funding for Advanced Placement (AP), International Baccalaureate (IB), and Advanced International Certificate of Education (AICE) courses in the Florida Education Finance Program (FEFP). School districts also receive full FTE funding for dual enrollment in the FEFP, but since FTE funding is based on seat time/instructional hours, dual enrollment courses taught on community college campuses do not generate the same FTE as those taught on high school campuses. A course taught for 1 full high school credit on a high school campus requires 150 instructional hours (a.k.a. seat time). One half of a high school credit requires 75 hours of seat time. Typically, a one semester dual enrollment course equates to .5 high school credits, but a 16 week semester course meets for only 40 instructional hours (a 35 hour difference). For those dual enrollment courses that now count as 1 full year of high school credit, the difference in seat time is 110 hours.

Aside from seat time conversion issues, courses taken beyond the 300 minute instructional day do not receive FTE funding in the FEFP. This can be problematic because many dual enrollment courses, particularly those taught at community colleges, are taken outside of regular school hours in addition to a full high school schedule. These courses cannot be reported for FTE purposes by school districts.

Incentive Funding for Acceleration Mechanisms

In addition to receiving full base FTE funding, school districts also receive incentive funding for AP, IB, and AICE courses. According to Section 1011.62(n), Florida Statutes, *“a value of 0.24 full-time equivalent student membership shall be calculated for each student in each advanced placement course who receives a score of 3 or higher on the College Board AP Examination for the prior year and added to the total full-time equivalent student membership in basic programs for grades 9 through 12 in the subsequent fiscal year.”* Eighty percent of the incentive funds provided to a school district for advanced placement instruction must be distributed to the high school that generates the funds. A value of 0.24 full-time equivalent student membership is also assigned to IB students who earn a score of 4 or higher and AICE students who earn a score of 2 or higher on their respective subject examinations (ss. 1011.62(1)(l) & 1011.62(1)(m), F.S.). An additional value of 0.3 full-time equivalent student membership is calculated for students who earn an IB or an AICE diploma.

School districts use these incentive dollars to award teachers \$50 for every one of their students that pass an AP, IB, or AICE examination in order to earn postsecondary credit. An additional one-time \$500 bonus is awarded to teachers in “D” and “F” schools who had at least one student pass an AP, IB, or AICE examination. Bonuses shall not exceed \$2,000 in any given school year and shall supplement any regular wages or other bonuses that the teacher may be eligible to receive.

In 2001-02, the total amount of incentive fund for AP, IB, and AICE programs was \$40,670,257. This figure does not include the regular FTE funding that was also provided for each program. The incentive funding was broken down by program in the following way:

- AP = \$30,379,000 [9,210 FTE]
(includes 0.24 FTE per exam for school districts + teacher bonuses)
- IB = \$10,158,460 [3,079.74 FTE]
(includes 0.24 FTE per exam and 0.3 FTE per diploma for school districts + teacher bonuses)
- AICE = \$132,797 [40.26 FTE]
(includes 0.24 FTE per exam and 0.3 FTE per diploma for school districts + teacher bonuses)

Dual Enrollment Funding

Career & Technical Center Dual Enrollment

Career and technical centers are funded as part of the public school system through the FEFP. This means that dual enrollment students enrolled at career and technical centers are funded twice in the FEFP, since the FTE is counted for both the high school and the career and technical center.

State University Dual Enrollment

The small number of students who take dual enrollment courses at a state university are calculated in the state university FTE. State universities are allocated funds based on these enrollment figures.

Community College Dual Enrollment

As previously stated, school districts receive FTE funding for dual enrollment students. However, there are no additional incentive funds associated with the dual enrollment program. Community colleges do not receive direct FTE funding for dual enrollment students because they are not funded based on enrollment, but they do count dual enrollment students in their FTE calculation. The FTE is currently used as one of many factors in determining the distribution of new dollars to each college in the Community College Program Fund (CCPF).

Funding History *Community College Dual Enrollment*

1973-74	Dual enrollment FTE authorized for community colleges. Community colleges are funded for FTE, but not school districts. Funding provided for instructional materials in K-12 budget.
1983-84	Dual enrollment FTE funding authorized for both community colleges and K-12. An additional 0.30 FTE is provided for each dual enrollment FTE to compensate for fee exemption.
1988-89	Additional FTE for fee exemption reduced to 0.25
1991-92	Three year average FTE enrollment changed to prior year FTE for funding purposes.
1992-93	FTE enrollment no longer used to allocate funding for community colleges.
1998-99	Additional 0.25 FTE for dual enrollment fee exemption eliminated.
2000-01	An amount of \$4 million added to the Community College Program Fund (CCPF) for dual enrollment. Allocation is based on public school 12 th grade enrollment in college district.
2001-02	Resource Allocation Funding Model utilized by the Legislature to allocate a portion of new CCPF funds to colleges. Three year average dual enrollment FTE and recognition of the fee exemption were incorporated into the model.

Recent Proposals for Dual Enrollment Funding

In 2003, the Governor recommended reducing the amount of FTE provided to school districts for dual enrollment from 1 to 0.5 of an FTE for the hours of instruction provided. The Florida Senate also proposed a change in the manner in which dual enrollment is funded. Neither of these recommendations was incorporated into the 2003 General Appropriations Act (GAA). The Senate proposal included the following key points:

- Funded all dual enrollment through the FEFP
- Addressed the issue of seat time/credit conversion for FTE in the FEFP
 - .5 high school credit = 75 membership hours
 - 1 high school credit = 150 membership hours
- Specified that FTE funding earned through dual enrollment would be distributed to the *employer* of the instructor of the dual enrollment course (community college or school district)
- Ensured that school districts could not restrict/limit participation in dual enrollment as a result of changes in funding – provided a penalty if school districts decreased participation (denied access to AP, IB, AICE incentive pot)
- Ensured that school districts meet the statutory requirement of informing students about dual enrollment options by requiring the commissioner of education to perform

compliance audits and the State Board of Education to withhold discretionary lottery dollars from school districts that are not in compliance.

- Provided language stipulating that school districts may negotiate with community colleges in their local articulation agreements to cover the administrative costs associated with record keeping, guidance, and instructional materials (when the community college provides the instructor and receives the FTE).

Joint Study of the Funding and Costs Associated with Dual Enrollment

The Florida Association of Community Colleges (FACC) and the Florida Association of District School Superintendents (FADSS) recently collaborated in an attempt to address what the two groups believe to be misconceptions regarding the funding of dual enrollment programs. A committee of college presidents, school superintendents, and business officers from both the public school and community college systems was convened to identify the different scenarios under which dual enrollment instruction is provided and the costs associated with each delivery method for both systems.

The results of their cost analysis indicated that there is no scenario for the delivery of dual enrollment instruction in which the total funding provided to the community college and the school district is greater than the total costs associated with the instruction for both systems. These findings suggest that the common perception that dual enrollment is “double-funded” (funded for both the school district and the community college) is incorrect. In fact, their analysis concluded that dual enrollment is actually “under-funded” because, in every scenario examined, the total costs were greater than the total appropriations to both systems.

The group recommended that “both a short-term and a long-term solution to the funding of dual enrollment programs be developed to ensure that the dual enrollment program remains a viable acceleration option for students to pursue.” In addition, the group purported that any long term funding methodology that is developed should “provide for the actual costs of text books as well as tuition, matriculation, and discretionary fees which dual enrollment students are exempt from paying.”

In the short term, the group asked for recognition by state lawmakers that:

- Dual enrollment courses are *not* “double funded”;
- It is in the best interest of the state and students to offer dual enrollment as a viable acceleration option;
- Dual enrollment programs actually save the state money in the long run; and
- Flexibility in designing and delivering dual enrollment courses is necessary, in light of inadequate funding to fully cover all of the associated costs.

In addition to requesting that state lawmakers continue to provide at least the current level of support for dual enrollment programs, the analysis pointed out that dual enrollment courses taken beyond the 300 minute instructional day do not receive any FTE funding. This results in additional costs that are not covered by the current appropriation in the FEFP. Therefore, the group recommended that dual enrollment courses taught beyond the 300 minute instructional day be eligible to receive FTE funding in the FEFP. This recommendation would have a fiscal impact because it would increase the amount of funds appropriated to school districts in the FEFP.

Delivery of Dual Enrollment Instruction

The FACC/FADDS study mentioned above suggests that the percentage of the cost borne by each system is in direct correlation with which system pays the instructor of the dual enrollment course. Invariably, the entity (community college or school district) which pays the instructor expends more for the delivery of a dual enrollment course than it receives in funding.

A recent survey, conducted by the Division of Community Colleges, found that 56.6 percent of dual enrollment courses are taught on community college campuses, while 43.4 percent are taught at high schools. Regardless of where the course is taught, community colleges pay the dual enrollment instructor 74.5 percent of the time. More specifically, the community college pays the dual enrollment instructor for 96 percent of the instruction offered on community college campuses and 47 percent of the instruction offered on high school campuses.

Dual Enrollment Text Books

Instructional materials for dual enrollment courses have been an issue for some time. The Legislature appropriates funds in the FEFP for the purchase of instructional materials, including text books. There is a 6 year cycle for text book replacement in the K-12 system. Students are not required to pay for text books and the same books are re-used by districts to serve different students for a number of years.

Students use community college text books for dual enrollment courses, which are chosen by community college faculty and updated more frequently than K-12 textbooks. The textbooks used by community colleges usually have a much higher cost associated with them than those used by school districts for regular high school instruction. Since dual enrollment students are not required to purchase their own text books, as are regular college students, the school districts must pay for these books. This cost can be prohibitive for school districts that have a limited budget for instructional materials. In some instances, the community colleges share some of the cost for instructional materials with the school districts, but community colleges do not receive any funding to cover these costs.

11. Credit-By-Examination

Credit by Examination differs from other acceleration mechanisms because a student is allowed to earn credit toward a postsecondary degree, but no credit is granted toward high school graduation. The most commonly used type of credit by examination is the College Level Examination Program (CLEP). The CLEP program is administered by the College Board and has a statewide guarantee of credit based on the ACC Credit-by-Exam equivalency chart. In addition, the ACC determined equivalencies for two other examinations, including DANTES and Excelsior, but the granting of credit is not guaranteed. The ACC has made recommendations for credit equivalencies, but individual institutions have the authority to make their own decisions regarding whether to grant credit.

In addition to credit that is granted for passing scores on nationally standardized examinations, individual institutions also offer students opportunities to earn credit through departmental exams. These examinations are developed by faculty within each department and are administered to students who can demonstrate competencies in specific subject areas. These examinations are also used for placement and there is no statewide regulation of such exams.

CLEP Examinations

During the 2001 Legislative Session, the CLEP program received a great deal of attention in Florida. Senate Bill 1162 established the Florida Bright Futures Testing Program which required all initial Academic and Merit Scholarship recipients to complete up to 5 CLEP examinations by the end of their first semester in college. The testing program was optional in 2001-02 and required of students in 2002-03. Students could substitute credit earned via another acceleration mechanisms as an attempt. The legislature appropriated \$7.9 million to pay for the administration of the examinations and colleges increased their capacity to offer CLEP examinations. The program resulted in a large increase in CLEP participation, but the pass rate for Bright Futures students was very low and the program was repealed in 2003.

In 2001-02 (through July), 2,504 CLEP examinations were taken by Bright Futures recipients in 35 different subjects. The majority of exams were taken in the areas of College Algebra (14.7%), American Government (10.7%), English Composition with Essay (9.6%), Biology (8.6%), and Introductory Psychology (8.6%). The overall pass rate for Bright Futures students was 27.4 percent.

Non-Bright Futures recipients took 7,635 CLEP examinations in 2001-02. The vast majority of exams were taken in Spanish Language (36.5%). The subject area in which the next largest number of exams was taken was College Mathematics (4%). The overall pass rate for non-Bright Futures students was 76 percent.

12. Summary and Recommendations

Student Eligibility

1. *Develop state guidelines that address minimum requirements for participating in acceleration mechanisms. Specify that these guidelines are only a minimum and that additional eligibility criteria may be added by participating entities.*
*** Exceptions to the established minimum requirements are permissible, but should be granted only on an individual basis (no blanket exceptions).*
2. *Review the CPT requirement for admission to academic dual enrollment courses and clarify the state policy guidelines relating to "readiness" for certain dual enrollment courses.*
3. *Review the requirements for career & technical dual enrollment students and determine how students can appropriately "demonstrate readiness."*

Student Participation

4. *Define what is meant by "successful participation."*
*** There are 2 levels of successful participation to consider:*
 - 1) *passing the course*
 - 2) *earning postsecondary credit*
5. *Identify schools/programs that have demonstrated success in encouraging the participation of underrepresented populations in acceleration mechanisms. Identify specific strategies to increase the successful participation of these students across the state.*

Advising

6. *Develop a sample Parental Notification document to be used by school districts when informing parents of accelerated options.*
7. *Develop (re-create) the Student Bill of Rights in relation to acceleration mechanisms.*
8. *Develop a sample format for local articulation agreements as well as a review process for the DOE.*
9. *Increase the utilization of the FACTS system in advising students regarding acceleration options.*

Grading Practices

10. *Align the state GPA weighting policies for high school graduation across the various graduation options (traditional – 24 credit vs. accelerated – 18 credit).*
11. *Endorse the State University Admissions and Registrars recommendation to standardize GPA calculation for purposes of state university admissions and amend the Board of Governors Rule 6C-6 to reflect the proposed change.*

*** Endorsement is made with the provision that research be conducted to demonstrate a sound academic rationale for the proposed policy that is supported by empirical data.*

General Education

12. *Develop a program of study for accelerated courses that includes suggested “modules” for students to complete on their way to earning a postsecondary degree.*

These modules should be based on courses that are most commonly accepted as general education courses and common prerequisites by postsecondary institutions. Students should be strongly encouraged to complete these modules as they are most likely to transfer to any public institution.

Class Size Reduction

13. *Explore the feasibility of increasing access to dual enrollment courses via distance learning.*
Step 1. Establish a pilot agreement between selected school districts and the distance learning consortium that is limited to a few courses that are most likely to count toward general education and common prerequisite requirements.
Step 2. If students who participate in the pilot are successful in earning postsecondary credit, work toward developing a broader statewide articulation agreement between the 67 school districts and the Florida Distance Learning Consortium.

14. *Increase academic standards by raising eligibility requirements for the 18 credit accelerated graduation option. Standards should include:*

- *Minimum level 3 score on grade 8 FCAT*
- *3.0 Un-weighted GPA*
 - *To ease implementation, it was suggested that students who choose the 18 credit/3 year option be required to maintain a 3.0 GPA through their sophomore year. If they do not maintain a 3.0 GPA in the first 2 years, then they will be required to switch to the 24 credit option prior to beginning their junior year.*
- *Requirement that at least 3 of the 18 credits be in dual enrollment, AP, IB, or honors courses.*
- *Requirement that the 3 social science include American history, world history, economics, and American government*

Funding

15. *Continue funding student participation in dual enrollment courses using the current methodology until further study determines a more appropriate method. It is the position of the Articulation Coordinating Committee that the Legislature should not take action to reduce funding for dual enrollment courses.*

**MATERIALS NOT PROVIDED
TO THE
COMMITTEE**

Dual Enrollment Promoting Student Acceleration

Dr. Heather Sherry
Director, Office of Articulation
Florida Department of Education

What is Dual Enrollment?

- **S. 1007.271, F. S.** – “The dual enrollment program is the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree.”
- **S. 1007.27, F. S.** - Acceleration mechanisms are designed to “shorten the time necessary for a student to complete the requirements associated with the conferral of a degree, broaden the scope of curricular options to students, or increase the depth of study available for a particular subject.”

Student Eligibility & Access

- In addition to the Common Placement Test (CPT), students must have a 3.0 unweighted GPA for college credit courses and a 2.0 unweighted GPA for career certificate courses.
- Students shall be permitted to enroll in dual enrollment courses conducted during school hours, after school hours, and during the summer term.
- Eligible students are exempt from the payment of registration, tuition, and laboratory fees. Instructional materials are also provided for public school students.

Statewide Efforts to Enhance Dual Enrollment

Dual Enrollment Course Equivalency List

The Articulation Coordinating Committee (ACC) convened faculty committees to:

- Identify postsecondary dual enrollment courses that are guaranteed to satisfy specific high school graduation requirements
- Determine the number of high school credits that must be awarded for completion of each dual enrollment course

The list was initially adopted by the State Board of Education in 2001 and is updated annually.

Statewide Efforts to Enhance Dual Enrollment

- **Program Review on Dual Enrollment (2002)**
 - Conducted by the Division of Community Colleges
- **Study on Acceleration Mechanisms in Florida**
 - Mandated by Legislature during 2003 Legislative Session
 - Conducted by the ACC and completed in December 2003
- **General Education Survey**
 - A survey of widely offered dual enrollment courses was distributed to public postsecondary institutions to ascertain which courses would be accepted in transfer as meeting general education requirements by all public institutions
 - The survey results are intended to be used as an advising tool

Statewide Efforts to Enhance Dual Enrollment

- **Interinstitutional Articulation Agreements**

- Template developed by DOE to provide technical assistance
- Individual agreements currently being reviewed by DOE to identify best practices and opportunities for improvement

- **Additional Technical Assistance**

- DOE staff continues to identify issues, collect data, and review both articulation agreements and student progression plans

ACC Dual Enrollment Task Force

• Meeting scheduled for February 22, 2006

- ACC subcommittees on Postsecondary Transition and Statewide Policies & Guidance (consisting of K-20 field experts)

• Expected Outcomes:

- Recommend proposed changes to legislation and/or development of a new State Board of Education Rule
- Develop a comprehensive technical assistance paper to clarify remaining dual enrollment issues
- Develop outreach and education activities for school district and community college personnel

Recurring issues relating to dual enrollment

- **GPA weighting**

- s. 1007.271(16), F.S., prohibits discrimination against dual enrollment courses in the weighting of GPA
- However, statutory language may need to be clarified to ensure consistency of interpretation statewide

- **Limitation of Student Participation**

- s. 1007.271(2), F.S., allows students to take dual enrollment courses during and after school hours and in the summer. It also specifies that instructional time may vary from 900 hours.
- However, some school districts place restrictions on the number of dual enrollment courses that a student can take



FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

F. PHILIP HANDY, *Chairman*

T. WILLARD FAIR, *Vice Chairman*

Members

DONNA G. CALLAWAY

ROBERTO MARTÍNEZ

PHOEBE RAULERSON

LINDA K. TAYLOR

John L. Winn
Commissioner of Education



January 5, 2006

MEMORANDUM

TO: School District Superintendents

FROM: John L. Winn

SUBJECT: GPA Weighting Policies for Advanced Courses

This memo is in response to questions I have received on grade point average (GPA) weighting for dual enrollment courses. The language in the current law related to dual enrollment GPA weighting has led to different interpretations and implementation at the local level.

Specifically, Section 1007.271(16), Florida Statutes, addresses GPA weighting for dual enrollment courses. The statute specifies that *"School districts and community colleges must weigh college-level dual enrollment courses the same as honors courses and advanced placement courses when grade point averages are calculated. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited."* This language was intended to ensure equal treatment of dual enrollment students regarding GPA calculations. However, the language is confusing because many school districts do not weigh Advanced Placement (AP) and high school honors courses the same. As a result, the language requiring that dual enrollment courses be weighed the same as honors courses and AP courses have led to different local interpretations.

I recognize that this section of statute needs clarification and will work with the Legislature during the next session to seek this clarification. To this end, I am establishing a work group to assess dual enrollment policies and to make recommendations on the interpretation and implementation of GPA weighting policies for advanced courses. Further, timelines for adhering to a standard interpretation will be recommended because it is important that our high school students not be subjected to midterm GPA recalculations. The work group will include members

School District Superintendents

Page 2

January 5, 2006

representing school districts, community colleges, universities, home education, and private institutions from the existing Postsecondary Transitions and Policies and Guidance standing committees of the Articulation Coordinating Committee. Your feedback on these policy issues is welcomed in this process. As we work together to resolve these issues, I ask each district to review its GPA weighting policy and ensure that it does not discriminate against dual enrollment courses, as specified in statute. Until such time that I can provide the needed clarification and clear guidance, I ask that individual concerns be handled at the local level.

JLW/sgm

cc: Community College Presidents

DUAL ENROLLMENT IN THE COMMUNITY COLLEGES

Florida Council of Community College Presidents
Presentation to House Community College and
Workforce Committee - January 10, 2006

- Six Acceleration Mechanisms

- Dual Enrollment (FS 1007.271)
- Early Admission [FS 1007.27(5)]
- Advanced Placement (AP) [(FS 1007.27(6))]
- Credit by Examination [FS 1007.27(7)]
- International Baccalaureate [FS 1007.28(8)]
- Advanced International Certificate of Education (AICE) [FS 1007.27(9)]

Dual Enrollment – A Quality Experience for Students

- Students must meet eligibility requirements (3.0 GPA and pass CPT)
- Faculty must meet SACCS Credential requirements (Master's with 18 graduate credits in field)
- Courses must meet the rigor of college level syllabus
- Many classes taken with college students

Dual Enrollment Provides Access to Higher Education for Thousands

- Students/Parents pay no fees
- All 28 Community Colleges offer DE
- Community Colleges enrolled more than 34,000 DE students in 2004-05
- Duplicated headcount exceeded 106,000
- DE students accounted for 11,276 FTE – about 5% of total Community College FTE
- However, DE declined by 6.4% in 2004-05



Dual Enrollment Serves Diverse Populations

- A broad array of courses in all disciplines is available
- 26% of students enrolled in PSV and PSAV (vocational) courses
- 25% of students enrolled are minorities
- 16.5% of students are from private schools or home schooled

Dual Enrollment Creates Positive Outcomes

- Historically, 80-85% of DE students earn college credit, compared with about 50-55% of Advanced Placement students
- Studies show DE students vs. all HS graduates:
 - -are more likely to continue on to college or university
 - -graduate from community college at higher rates
 - -do as well or better in follow-on courses at SUS compared to native students
- -minority students are more likely to earn college credit from DE than AP

Barriers to Dual Enrollment Reaching Full Potential

- No Funding Incentives provided for DE
- Higher Costs for Textbooks and Supplies
- Logistics of Transportation & Scheduling
- Many State University Admission Committees Weight AP Higher Than DE
- Therefore, High School Counselors Often Encourage AP over Dual Enrollment and/or Limit Participation

How Can We Grow Dual Enrollment & Increase College-Going Rates?

- Level the playing field with AP by providing comparable incentives for achieving success (currently about \$900) - Cost: \$8 to \$9 Million
- Pass legislation to ensure Universities treat successful DE Students equally with AP students
- Provide funding to offset the higher cost of textbooks and supplies - Cost \$ 9 to \$11 Million



● Thank You



FLORIDA COUNCIL OF COMMUNITY COLLEGE
PRESIDENTS AND THE FLORIDA ASSOCIATION
OF COMMUNITY COLLEGES

113 East College Avenue
Tallahassee, Florida 32301

Dr. Chuck Mojock, President
Lake-Sumter Community College

HTA:1/06/06




Dual Enrollment Presentation

January 10, 2006

Appendices

Prepared by Dr. Harry T. Albertson,
Vice President,
St. John's River Community College



Florida Council of Community College Presidents

- **Two Most Popular Acceleration Mechanisms**

- **Dual Enrollment**

The enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward a career and technical certificate or an associate or baccalaureate degree.

- **Advanced Placement**

The enrollment of an eligible secondary student in a course offered through the Advanced Placement Program administered by the College Board.

Florida Council of Community College Presidents

- Eligibility Criteria

- Dual Enrollment⁽³⁾

AP⁽³⁾

- 3.0 un-weighted GPA for College Credit Programs
- (2.0 Vocational Programs)
- Must pass appropriate Sections of CPT
- Must meet any Additional College Admission Criteria Specified in Articulation Agreements

No Eligibility Criteria in statutes -- Districts set own criteria

Florida Council of Community College Presidents

• Instructor Qualifications

Dual Enrollment	AP
Must meet SACS Criteria (Master's Degree plus 18 Graduate Credit Hours in Subject field)	No statutory requirement – College Board Provides Non- mandatory training

Florida Council of Community College Presidents

• Manner in Which High School Credit is Awarded

- Dual Enrollment – Receive a passing grade in course
- AP – Receive a passing grade in course

Manner in Which College Credit is Awarded

- Dual Enrollment – Receive a “C” or better in the course and meet statewide course numbering system competencies
- AP – Pass standardized AP Exam and Articulation Coordinating Committee determines course equivalencies

Florida Council of Community College Presidents

- How are Community Colleges and School Districts Funded for Dual Enrollment and AP

<u>School Districts</u>		<u>Comm. Colleges</u>
Dual Enrl.	On a Per FTE Basis Through FEFP	On a Per FTE Basis Through the CCPF
(Note: Both Systems receive per FTE Funding for a dually enrolled student)		
AP	On a Per FTE Basis Through FEFP Plus a .24 FTE Bonus (about \$900 + or -) for each student passing AP Exam (FS 1011.62(1)	Not Applicable

**Florida Council of Community College
Presidents**

● IMPORTANT NOTICE

THE COLLEGE BOARD ONLY REPORTS DATA ON
AP TEST-TAKERS, NOT ON AP ENROLLMENTS;
AS SUCH, THE AP DATA IN THIS REPORT
REFLECTS ONLY DATA ON TEST-TAKERS
WHICH MAY SKEW THE RESULTS IN FAVOR OF
THE AP PASSING RATES BECAUSE NOT ALL
STUDENTS ENROLLED IN AP COURSES TAKE
THE AP TEST

Florida Council of Community College
Presidents

- Comparison of Dual Enrollment Participants and AP
Test Takers

	Dual Enrollment ⁽¹⁾	AP ⁽²⁾
2000-01	78,467	78,222
2001-02	86,151	88,348
2002-03	107,174	104,081
2003-04	113,536	126,367
2004-05	106,327	140,297

- Percent of AP Test Takers and Dual Enrollment Students who Earn College Credit

	Dual Enrollment (%)	AP (%)
2000-01	88.63%	58.04%
2001-02	88.90%	55.40%
2002-03	79.8%	55.85%
2003-04	81.58%	52.06%
2004-05	88.82%	52.45%

Florida Council of Community College Presidents

- Minority Students Enrolled in Dual Enrollment and
Minority Student AP Test-takers

	Dual Enrollment ⁽¹⁾	AP ⁽²⁾
2000-01	17,427 (22.21%)	29,453(37.7%)
2001-02	21,039 (24.42%)	33,986(38.5%)
2002-03	26,043 (24.30%)	40,631(39.0%)
2003-04	28,439 (25.05%)	50,615(40%)
2004-05	26,619 (25.03%)	57,775(41.1%)

Note: Unclassified students are considered minority students for purposes of this presentation.

**Florida Council of Community College
Presidents**

- **Percent of Dual Enrollment and AP Minority
Student Test-takers Who Receive College
Credit**

	Dual Enrollment ⁽¹⁾	AP ⁽²⁾
2000-01	88.29%	45.92%
2001-02	87.89%	47.69%
2002-03	77.85%	47.19%
2003-04	80.19%	51.46%
2004-05	75.92%	50.76%

Note: Unclassified students are considered minority students for this presentation.

**Florida Council of Community College
Presidents**

- Growth in Dual Enrollment Versus AP Test-takers 2000-01 Through 2004-05

	Dual Enrollment ⁽¹⁾	AP ⁽²⁾
• 2000-01		
• 2001-02	7,684 (9.8%)	10,126(13.0%)
• 2002-03	20,953 (24.3%)	15,713 (17.9%)
• 2003-04	6,432 (6.0%)	22,306 (21.4%)
• 2004-05	-7,209 (-6.4%)	13,930 (11.0%)

● REFERENCES

- (1) Florida Community College System Student Data Base
- (2) Data accumulated from the College Board Web Site (www.collegeboard.com), Florida Reports 2000 through 2004.
- (3) Study on Acceleration Mechanisms in Florida, December 2003, Florida Board of Education.
- (4) Dual Enrollment as an Acceleration Mechanism: Are Students Prepared for Subsequent Courses?, (Perkins and Windham, 2002).

DUAL ENROLLMENT - ICUF		Fall 2005
Institution	Date	Response
Barry University	11/16	Offers courses
Beacon College	11/10	Does not offer courses
Bethune-Cookman College	11/10	Does not offer courses
Clearwater Christian College	12/8	Offers courses
Eckerd College	11/10	Does not offer courses
Edward Waters College	12/9	Does not offer courses but interested in learning more about the process
Embry-Riddle Aeronautical University	12/9	Offers courses. All are aviation courses
Flagler College	11/11	Does not offer
Florida College	11/10	Does not offer
Florida Hospital College of Health Sciences	11/16	Offers courses
Florida Institute of Technology	12/7	Offers courses. Tuition is free up to 12 hours (6 per semester) on space available, 1 st come 1 st served basis
Florida Memorial College	12/7	Offers 2 courses related to aeronautics program. New program that began in fall 2005. Looking at expanding offerings.
Florida Southern College	12/7	Yes but students in the area tend to DE at the CC because they can take as many as wanted for free and textbooks are free. FSC offers 1 st class for free.
International College	11/11	Does not offer
Jacksonville University	12/9	Offers DE through their Florence program
Lynn University	11/21	Offers courses
Nova Southeastern University	11/15	Does not offer courses
Palm Beach Atlantic University	11/28	Offers courses
Ringling School of Art & Design	12/7	Offers courses
Rollins College	11/10	Does not offer
Saint Leo University	11/10	Does not offer
Saint Thomas University	11/16	Offers courses

DUAL ENROLLMENT - ICUF		Fall 2005
Institution	Date	Response
Southeastern College	12/7	Offers courses. First course free. Next courses are ½ price.
Stetson University	12/9	Does not offer
University of Miami	12/7	Does not offer
The University of Tampa	12/7	Does not offer
Warner Southern College	12/7	Offers courses
Webber International University	11/10	Does not offer courses

All institutions do accept credits earned through dual enrollment at other institutions if they meet requirements.

**Survey of Florida Association of Career and Technical Education
Re: Dual Enrollment**

School District or Career Center/Contact Information	Date	Response
School Districts		
<p>Brevard County School District</p> <p>Margaret Lewis Office of Applied Technology lewism@brevard.k12.fl.us 321-633-1000, ext 380</p>	12/21/05	<p>Participates in dual enrollment program with Brevard Community College (BCC) and universities in A.S. degree and Career Certificate programs. In Fall 2005, A.S. degree programs has 827 students and Career Certificate programs had 788 students. Funding is per an articulation agreement and depends on where the course is taught and whether the instructor is an employee of the school district or community college. If district instructor teaches, BCC reimburses district a portion of the salary and likewise, if BCC instructor teaches, the district reimburses BCC. When courses are offered on the district site, the district covers cost of facility, equipment, and supplies. The district pays for all dual enrollment textbooks, a costly expense due to frequent updates. Students are not charged for tuition or texts. Some very minimal student transportation may be provided by district.</p>
<p>Citrus County School District</p> <p>Brenda Miley-Kelly Counselor 352-726-2430, ext 255</p> <p>Andrew Buchanan Director Withlacoochee Technical Institute</p>	12/14/05	<p>Participates in dual enrollment program with Withlacoochee Technical Institute in cosmetology, patient care assistant, applied welding technology programs. In Fall 2005, cosmetology had 4 students, patient care assistant had 2 and applied welding technology had 1. The funding is not split among the schools. The dollars all come to the school district and go into the general fund and are allocated to the technical school based on student contact time in the dual enrollment classes at WTI.</p>
<p>Clay County School District</p> <p>Raleigh Sapp 904-284-6574 rsapp@mail.clay.k12.fl.us</p>	12/14/05	<p>Participates in one dual enrollment program with First Coast Technical Institute in St. Augustine in Culinary Arts located on the campus of Ridgeview High School. 110 students are enrolled. Clay Co. School Board collects the full FTE and then pays</p>

School District or Career Center/Contact Information	Date	Response
		FCTI one-half of the Chef's salary.
<p>Escambia County School District</p> <p>Carl Leiterman, Director Career and Technical Education 30 East Texas Drive Pensacola, FL 32503 1-850-469-5304 (wk) 1-850-469-5640 FAX cleiterman@escambia.k12.fl.us</p>	12/14/05	Does not currently participate in share-time. However, in either January or February of next year, Director will be bringing a request before our school board for reinstating a time share arrangement with our tech center (George Stone Technical Center).
<p>Hillsborough County School District</p> <p>Arlen Black 813-231-1859</p>	1/3/05	Participates with Learey Technical Center in the following programs: Business Technology (accounting, administrative assistant, customer assistance technology, digital design, PC support services, web design services); Family & Consumer Science (early childhood education); Health Science (nursing assistant); Industrial Education (applied welding technology, automotive service technology, building construction technology, carpentry, computer systems technology, drafting, electricity, AC, refrigeration & heating technology. Funding is not shared.
<p>Indian River County School District</p> <p>Ruth Shaw, Director Career, Technical, and Adult Education Vero Beach, FL 32960 ruth.shaw@indian-river.k12.fl.us 772-564-3089</p>	12/14/05	Participates in dual enrollment with Adult and Community Education Center in phlebotomy and nursing assistant program. 36 students participated in Fall 2005. High schools get basic funding, just as they do with dual enrollment with the community college; adult education gets OCPs, not basic FTE funding (unlike community colleges).
<p>Lee County School District</p> <p>Debbie Robinson DebbieDR@leeschools.net 574-4440</p> <p>Michael Schiffer MichaelAS@leeschools.net</p>	12/14/05	Yes, we do dual enroll with Lee County High Tech North Center. Dual enrollment programs are in accounting, administrative assistant, business supervision & management, customer assistant, legal administrative secretary, medical administrative specialist, network support services, PC support services, web design,

School District or Career Center/Contact Information	Date	Response
574-4440		customer service technology, drafting, commercial art, computer systems technology, electronic technology, and teller operations. In Fall 2005, 7 students were dually enrolled. Funding: assigned high school gets the FTE; tech center gets partial funding from WDIS.
<p>Leon County School District</p> <p>Jean Ferguson <u>fergusonj@lively.leon.k12.fl.us</u> 850-487-7436</p>	12/14/05	<p>Participates in dual enrollment programs with Lively Technical Center in all programs except barbering, cosmetology, practical nursing, patient care technician. 202 students participated in Fall 2005: 5 in commercial photo; 4 administrative assistant; 2 in accounting ops, 5 in medical administrative specialist; 1 in computer systems technology; 6 in culinary operations; 1 in digital design; 3 in television program; 1 in architectural drafting; 2 in medical assistant; 1 in phlebotomy; 19 in auto service technology; 1 in electronic technology; 4 in web design service; 5 in early childhood; 5 in commercial art; 130 in criminal justice, 5 in electricity, and 2 in AC, refrigeration and heating technology. High schools use the FTE with the high school course. The career center uses workforce allocation.</p>
<p>Manatee County School District</p> <p>Doug Wagner, Director Adult, Career and Technical Education 941-737-2217 (cell)</p>	1/4/06	<p>Participates in dual enrollment with Manatee Technical Institute (MTI). Top 3 programs are Cosmetology, Facials, Nails; Culinary Arts; and Automotive Technology. 300 students participated in Fall 2005. Students are enrolled as a basic FTE at the home high school and attend MTI for ½ of the day. MTI receives ½ of the FTE and the high school receives ½ of the FTE. Recommends students at tech center be funded at weighted level and that funding follow the student.</p>
<p>Pasco County School District</p> <p>Anne Johnson <u>ajohnson@pasco.k12.fl.us</u> 813-794-2204</p>	12/14/05	<p>Does not participate at this point. The student attends and earns secondary CTE FTE and that supports the teacher unit. Even though we are classified as a Tech Center, we have almost all of our teachers</p>

School District or Career Center/Contact Information	Date	Response
		teaching only HS students and funded only from secondary FTE. Until we get our COE accreditation and can give Pell grants, we are doing it this way. Hopefully, in another year we can do dual enrollment at the career center. Lack of understanding of funding , but talking about moving to dual enrollment format next year.
<p>Pinellas County School District</p> <p>Dave Barnes, Director Workforce Education 727-588-6006 barnesd@pcsb.org</p>		<p>Participates in dual enrollment with Pinellas Technical Education Center on the Clearwater and St. Petersburg campuses. Programs include accounting, administrative assistant, applied welding, architectural drafting, automotive service technology, cabinetmaking, commercial arts, commercial foods & culinary arts, computer systems technology, cosmetology, customer assistance technology, electricity, electronic technology, heavy duty truck & bus mechanics, industrial machinery maintenance, machining, marine service technology, network support services, PC support services. 138 students dually enrolled in Fall 2005. Technical center is credited for FTE it earns via dually enrolled students; center also gets limited textbook money and some assistance with tool purchases for the high school students.</p>
<p>Putnam County School District</p> <p>Grace Smith</p>	12/14/05	<p>Yes, we participate in dual enrollment with First Coast Technical Center. We dually enroll in welding and diesel programs. In Fall 2005, one student dually enrolled in diesel and one enrolled in welding. FCTI pays for the instructor and facilities. Putnam County pays \$500 per student in Welding for supplies and books.</p>
<p>Santa Rosa School District</p> <p>Charlie Etheredge OR Debbie Land 850-983-5700, ext 106 landd@mail.santarosa.k12.fl.us</p>	12/14/05	<p>Yes, we participate in dual enrollment with Locklin Technical Center. A student who meets certain criteria may dually enroll in any program. In Fall 2005, program had 52 dually enrolled students. Funding is shared.</p>
Volusia County School District	12/14/05	Participates in dual enrollment with

School District or Career Center/Contact Information	Date	Response
mbruno@volusia.k12.fl.us		community college.
Career Centers		
Escambia County -- George Stone Career Center Bill Slayton, Principal 2400 Longleaf Drive Pensacola, FL 32526 850-941-6200, ext 2103 bslayton@escambia.k12.fl.us	12/14/05	At present, George Stone Career Center does not dually enroll. Program was cancelled several years ago to allow for establishment of a high school on campus. Those students have stopped us from offering the shared time curriculum.
St. Johns County -- First Coast Technical Institute Christine Cothron, President cothrocc@fcti.org 904-829-1010	12/15/05	First Coast Technical Institute participates in dual enrollment with Clay, Putnam, and St. Johns County school districts in culinary, agriculture, auto technical, EMT, welding, PC support, LPN and cosmetology programs. They will consider dual enrollment in any eligible program. As of October FTE count week, enrollments were 2 in agriscience; 3 in auto service; 3 in business education; 3 in carpentry; 9 in early childhood; 86 in culinary arts, 4 in design; 2 in heavy duty truck & business; and 5 in welding. FCTI receives workforce funding; the district receives FTE. St. Johns County keeps all FTE on dual enrollments; Putnam County in the past has received FTE and then returned enough to FCTI to offset the cost of the program. Clay County collects FTE and then pays FCTI ½ the salary & benefits for the instructor.
Washington-Holmes Technical Center Paul Parker, Director, WHTC 850-638-1180, ext 301 877-638-9482, ext 301 paulp50@bellsouth.net	12/20/05	Washington-Holmes Tech does dual enrolls with several high schools in 3 counties: Chipley High School, Vernon High School, Cottondale High School, Graceville High School, Holmes County High, Poplar Springs, Ponce deLeon. Plans are underway to start serving students from Liberty County also. The high schools keep the entire FTE; we receive no funding for them. In addition, the tech center provides bus transportation for many of these students.

**MATERIALS NOT PROVIDED
TO THE
COMMITTEE**

**MATERIALS NOT PROVIDED
TO THE
COMMITTEE**

**MATERIALS NOT PROVIDED
TO THE
COMMITTEE**

**MATERIALS NOT PROVIDED
TO THE
COMMITTEE**



Dual Enrollment

Jane Fletcher
Staff Director

Office of Program Policy Analysis
and Government Accountability

Florida Legislature Office of Program Policy Analysis & Government Accountability

Acceleration Mechanisms

Review Questions

- **To what extent have Florida’s high school graduates participated in acceleration programs?**
- **Do participating students become eligible for college credit?**
- **To what extent have Florida’s public postsecondary institutions awarded acceleration credits earned by high school students?**
- **Have these credits applied to college degree requirements?**

Acceleration Mechanisms

- **AP – Advanced Placement**
- **IB – International Baccalaureate**
- **AICE - Advanced International Certificate of Education**
- **Dual Enrollment**
- **CLEP - College Level Examination Program**

Dual Enrollment Program

- 37,152 Florida high school students took dual enrollment courses in FY 2004-05.
- School districts partner with colleges and universities to allow high school students to simultaneously take and earn credit for high school and college courses without paying college tuition.
- School districts and postsecondary institutions jointly determine the content of these classes.

Requirements

- **Students must pass the Common Placement Test (CPT) to take a dual enrollment course and must pass the course to earn college credit.**
- **While courses vary by district, dual enrollment courses must fulfill a high school graduation requirement.**
- **Students must maintain a 3.0 unweighted GPA for college credit courses or a 2.0 for career and technical certificate courses.**

Dual Enrollment Funding

At the high school:

- Average FTE funding for one student in a high school course each semester = **\$347** (2005-06)

At the community college:

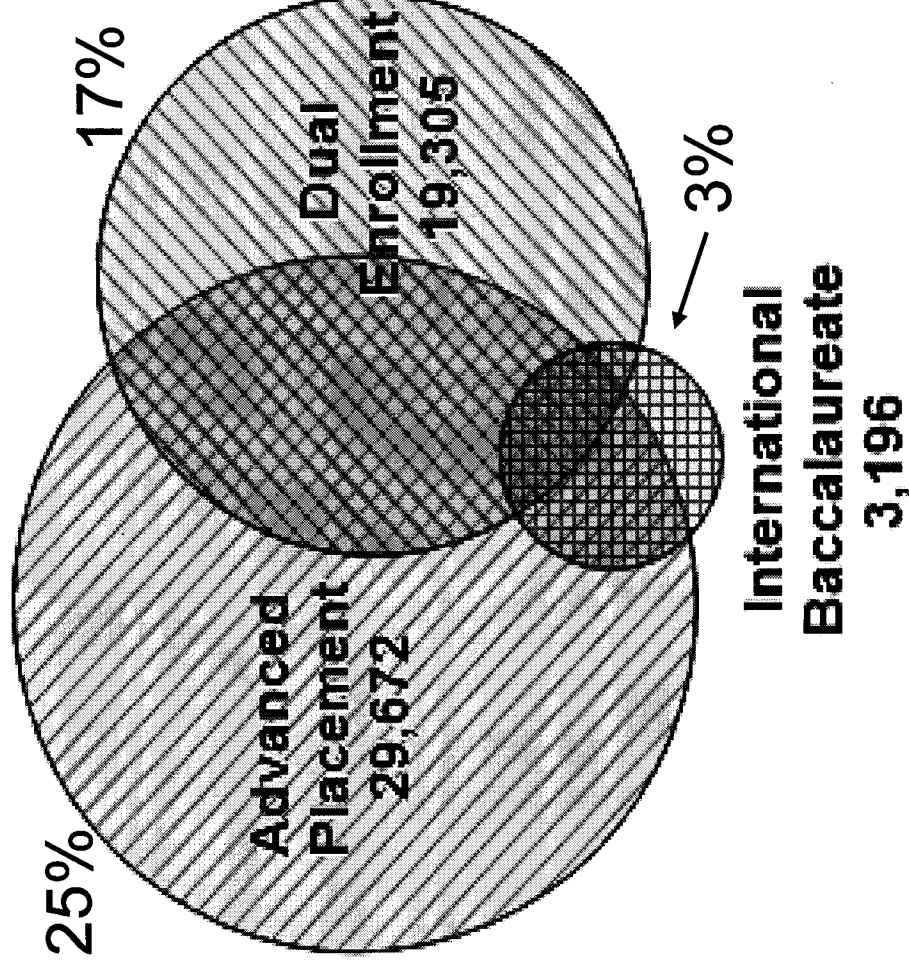
- FTE funding for one student in a one semester 3 credit hour class = **\$304** (estimated FTE, 2005-06)

Total dual enrollment funding per class = $\$347 + \304
= **\$651**

Student Participation

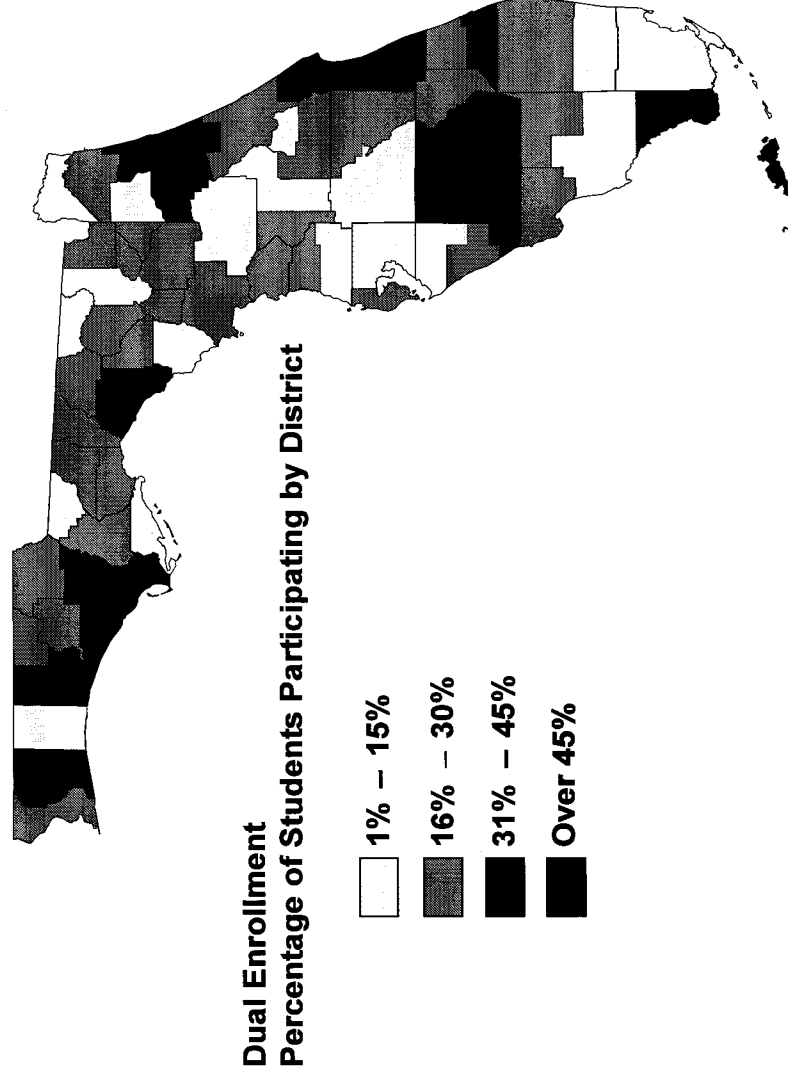
- 116,873 high school seniors graduated in 2001-02
- Over a third (35%) took at least one accelerated course during high school.
- 17% took dual enrollment courses.

17% of High School Graduates Took Dual Enrollment Courses



Participation in Dual Enrollment

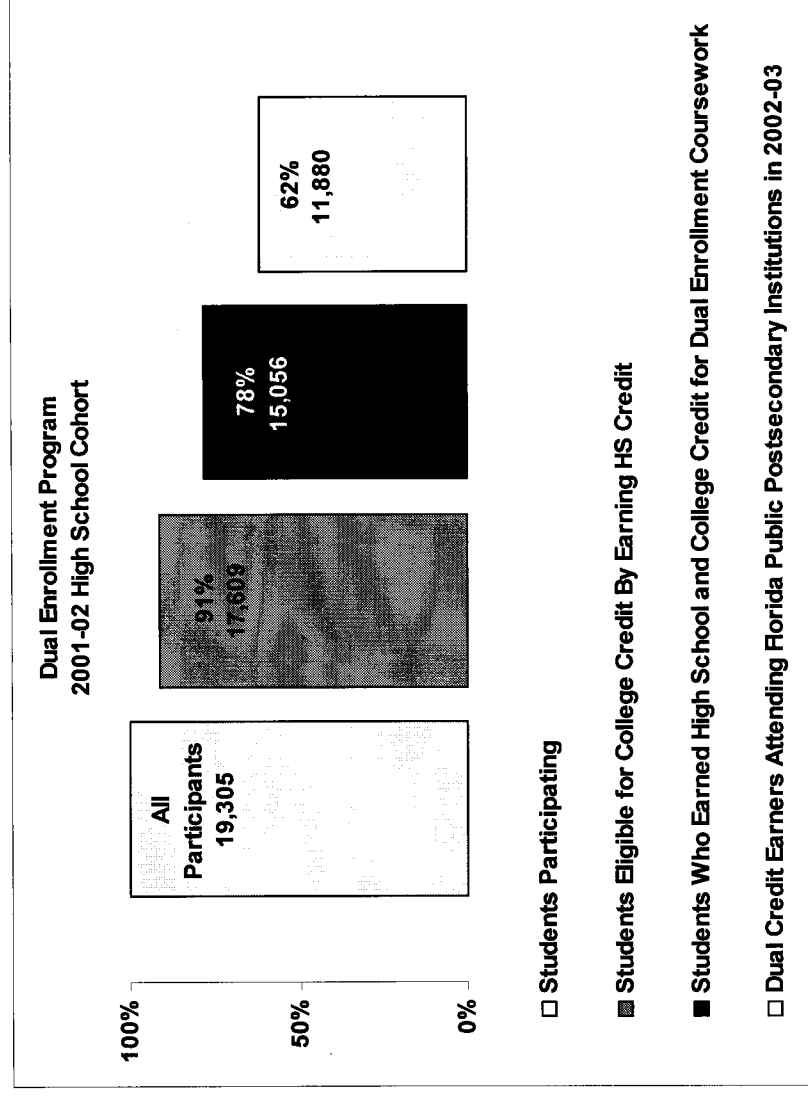
- All 67 school districts participate in dual enrollment.
- Participation was most common among medium and small school districts.
- Districts with the highest participation rates offered dual enrollment on both high school and college campuses.



Dual Enrollment Offerings

- Dual enrollment course offerings vary depending on local agreements between post secondary institutions and school districts.
- The number of different dual enrollment courses taken by our cohort of 2001-02 graduates ranged from a low of 4 to a high of 381.
- English, social science, math, humanities, and science classes were the most frequently taken courses.

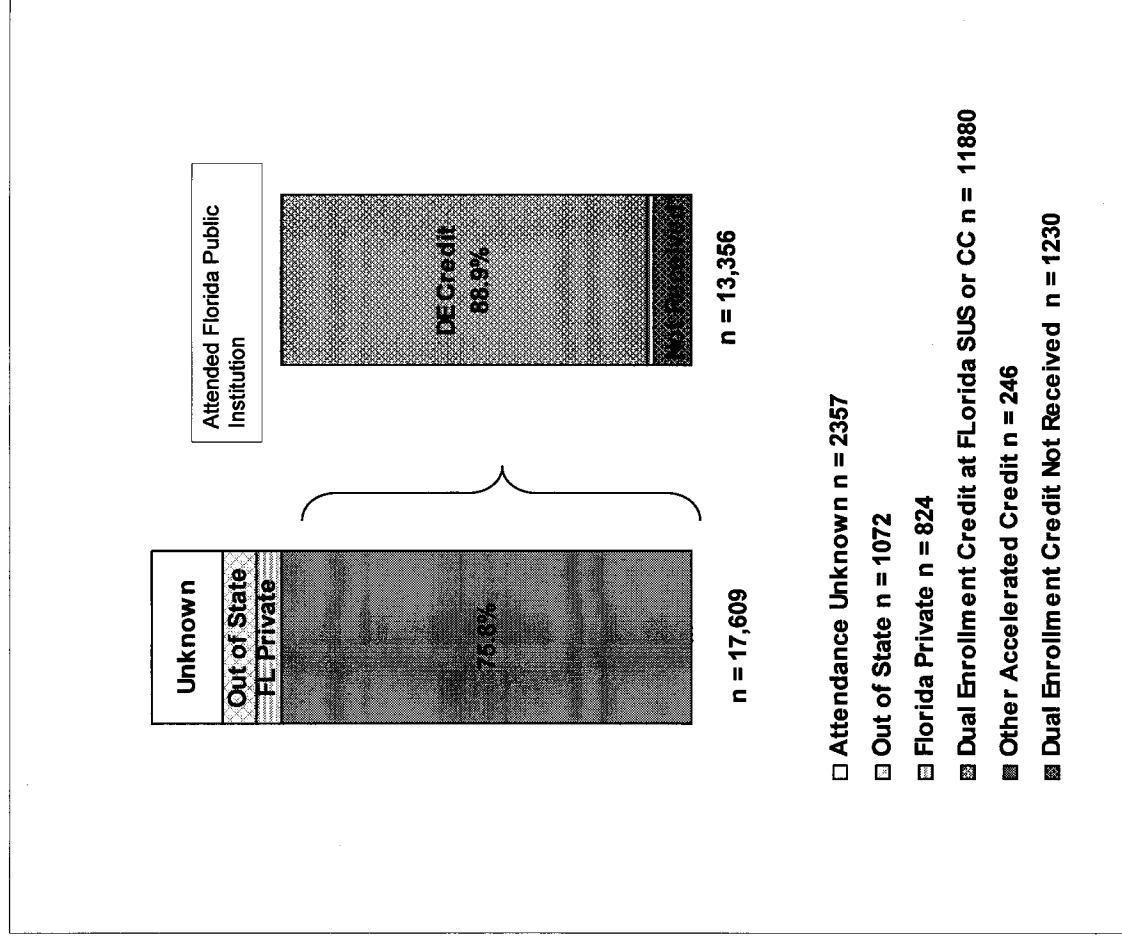
Diminishing Returns as Students Move from High School to College



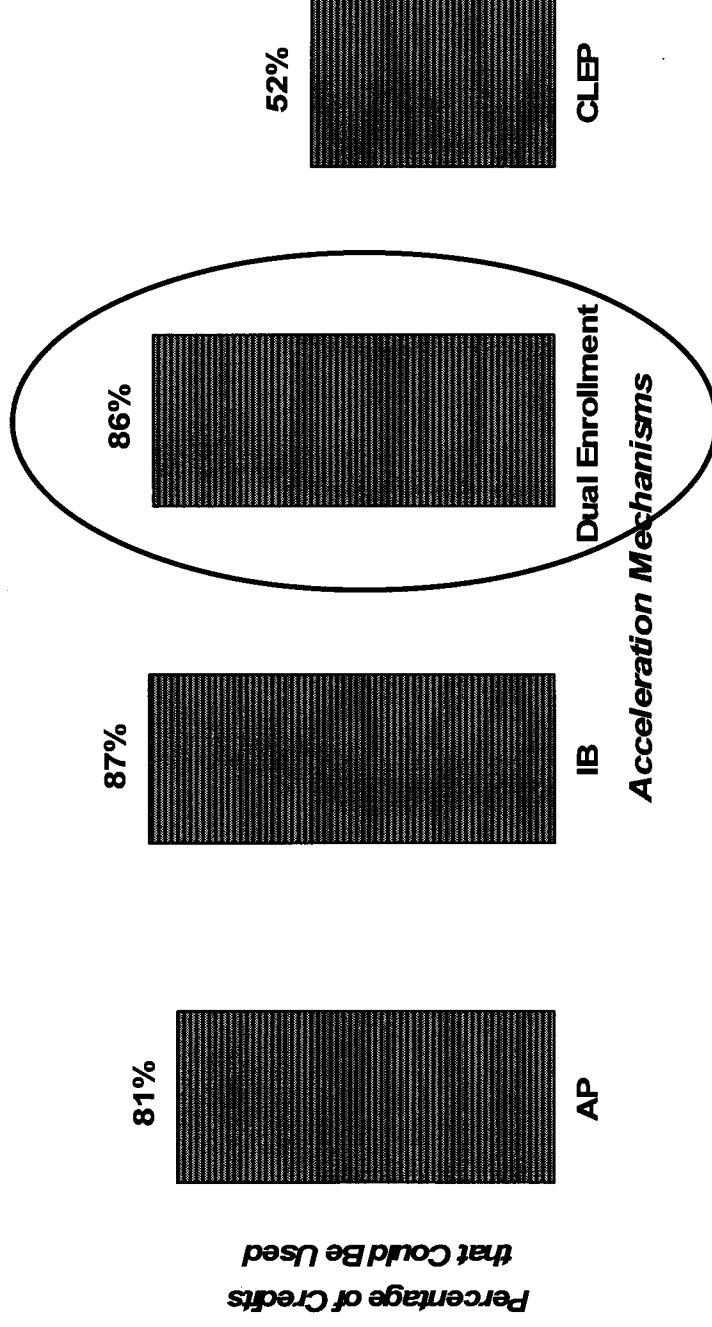
Most Students Who took Dual Enrollment Courses Were Eligible for College Credit.

- The typical dual enrollment student took three dual enrollment courses, earned 1.5 high school credits, and would earn nine college credit hours while still in high school.
- Of the 19,305 students in our 2001-02 cohort who took dual enrollment courses during high school, 91% were eligible for college credit.
- 89% of dual enrollment credit was awarded by community colleges with 11% awarded by State universities

Dual Enrollment Students Received College Credit



Most Acceleration Credits Could Apply Toward Graduation Requirements



Participation in Dual Enrollment Reduces the Amount of Class Time at Universities

- The typical university graduate who earned dual enrollment credits in high school took fewer classes while in college.
- These students typically earned 14 credit hours by participating in the dual enrollment programs.
- The students who received dual enrollment credit and graduated from Florida public universities in 2002-03 earned a median of 129 credit hours (not including the 14 dual enrollment program credits).
- In contrast, those students who had not received acceleration program credit hours earned a median of 143 credit hours.

Questions?

Jane Fletcher

(850) 487-9255

fletcher.jane@oppaga.fl.gov



Office of Program Policy Analysis & Government Accountability